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LEARNING ENGLISH

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4

Workbook

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Learning English Workbook 4

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PREFACE

The main objective of **Learning English Workbook 4** is to help strengthen and enrich a student's grasp of the English language.

Table of Contents
This shows clearly the key objectives and focus of each exercise and where online activities are tagged, making it easier to identify specific aspects of language learning.

Practice Exercises
The exercises are designed to enable learning in the four main areas of Grammar, Vocabulary, Comprehension and Writing.

Glossary
The meanings of selected words from each exercise are found here to build vocabulary and improve comprehension.

Answers
The answers can be used as an independent booklet. The answer key contains answers to questions on Grammar, Vocabulary Comprehension and model answers for Writing. There are also suggested answers for open-ended exercises.

Tear-out Format
This means the lessons and exercises can be easily removed and presented as homework or class work or quizzes. The glossary and answer pages can be removed and filed away for future reference.

Enhanced Learning
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Additional Reproducible Activities
Reproducible worksheets on selected topics are available here. These are useful as quick assessments of a child's understanding of the work taught.

Lesson Plans
Ideas and suggestions on how to present each lesson to enhance learning are provided here. These are useful resources for both classroom and home learning.

The Editorial Team

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UNIT 1 The Animal World

[A] Grammar

I. Direct and Indirect Objects

A simple sentence contains a **verb** and a **subject**.

The **leopard** runs.
(subject) (verb)

A simple sentence can also contain objects. There are two types of objects: **direct** and **indirect**.

The **giraffe plucked leaves** for the **calf**.
(subject) (verb) (direct object) (indirect object)

We find the direct object by asking 'whom' or 'what' is receiving the action.
⇒ What is getting plucked? The leaves

We find the indirect object by asking 'to whom', 'for whom', 'to what' or 'for what'.
⇒ For whom were the leaves plucked? The calf

Read and Learn

The **direct objects** are in **bold** and the indirect objects are underlined.

1. The cleaner swept the **cages** for the animals.
2. The bullock pulled the **cart** for the man.
3. The sheepdog shepherded the **sheep** to the meadow for the farmer.

(a) Underline the direct object and circle the indirect object in each sentence.

1. The elephant carried logs for the man.
2. The mother penguin gets fish for the baby penguin.

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3. The zoo-keeper fed meat to the leopard.
4. The trainer gave the seals snacks.
5. The zoo-keeper fed the panda bamboo shoots.

(b) Fill in the blanks with suitable direct and indirect objects.

1. The camel carried _____.
2. The chimpanzee plucked _____.
3. The vet gave _____.

II. Subject-verb Agreement (Collective Nouns)

Collective nouns are words used to talk about **groups of people, animals or things.**

Here are some **collective nouns** for **groups of animals**:

- a brood of chickens
- a colony of ants
- a colony of frogs
- a flock of birds
- a gaggle of geese
- a herd of cattle
- a herd of elephants
- a herd of zebras
- a litter of cubs
- a litter of puppies
- a mob of kangaroos
- a nest of snakes
- a pack of wolves
- a pride of lions
- a school of whales
- a shoal/school of fish
- a swarm of bees
- a troop of monkeys

Collective nouns can be used with **singular** or **plural verbs**. When we talk about **one group of people, animals or things**, we use the **collective noun** in the **singular** form. The **verb** is also **singular**.

A **clutch** of eggs **is** in the basket.

When we talk about **more than one group of people, animals or things**, we use the **collective noun** in the **plural** form. The **verb** is also **plural**.

There **were** several **broods** of chickens on the farm.

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Fill in each blank with the correct form of the verb in the brackets.

1. The swarm of bees _____ (fly) towards the farmer but he does not notice anything.

2. The class of students _____ (enjoy) the trip to the farm every year.

3. The broods of chickens always _____ (cluck) when the farmer approaches the coops.

4. The colonies of frogs near the pond _____ (croak) whenever rain is approaching.

5. Be careful when you walk through this part of the forest. A nest of rabbits _____ (live) in the burrow somewhere around here.

6. A flock of birds _____ (fly) past at noon every day. It looks like a big black cloud.

7. Packs of wolves _____ (roam) this area every evening so the animals always stay in their homes.

8. The three herds of cattle on the farm _____ (plough) the field every day.

[B] Vocabulary

I. Add the suffix 'ous', 'ful' or 'less' at the end of the word in the brackets and fill in the blank correctly.

1. Working with wild animals is _____ (danger) but wildlife explorers like the challenge.

2. The lion was so _____ (power) that all the animals in the jungle were afraid of it.

3. The polar bear is not as _____ (harm) as it looks. It can attack when provoked.

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4. All the monkeys escaped after the _____ (care) trainer left the cage door open.

5. Steve Irwin was a _____ (self) man who spent his life learning about and caring for wild animals.

6. The snake was _____ (motion) so I mistook it for a branch.

7. Some Chinese believe that parts of the bodies of animal are very _____ (use) and have medicinal properties.

8. The _____ (mischief) monkey swung from a tree and grabbed a visitor's hat.

II. Fill in each blank with a suitable word from the box.

duck	seal	bat	turtle
crow	hawk	bug	monkey

1. Janet will put the letter into the envelope and _____ the envelope before posting it.

2. The fishermen had to swim to the shore when their fishing boat turned _____ during the thunderstorm.

3. The children _____ around in the playroom while the adults have their meals in the dining room.

4. The detectives will _____ the suspect's car so that they can find out what he says to his accomplice.

5. I will _____ when my friends throw snowballs at me.

6. The roosters _____ at dawn every day on the farm.

7. The pedlars _____ their goods along the pavement every morning.

8. The spectators cheered when it was their favourite player's turn to _____.

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[C] Comprehension

Study the advertisement carefully. Then choose the correct answer for each question and write its number (1, 2, 3 or 4) in the brackets provided.

An adventure awaits you at the CLEMENTINE ZOO!

Admission

- Admission is FREE on Children's Day.
- On all other days, adults pay $25 and children from 5 – 12 years old pay $18.
  Children below 5 years old enter free. Senior citizens (55 years old and above) pay $20.
- Opening hours are from 8 am – 6 pm.
- Buy tickets at www.clementinezoo.com or at the entrance.*

*Tram rides cost $3 per person when purchased online with an admission ticket. Usual price is $5.

This Children's Day, take part in a drawing or writing contest and stand a chance to win free zoo admission tickets for a year for the whole family!

Drawing Contest

Draw a picture of your favourite animal. Special drawing spots have been set up but you can choose to sit anywhere in the zoo to draw.

Rules

- ✓ All drawings have to be done on the spot.
- ✓ Only drawing paper provided by the zoo can be used.

Writing Contest

Write a story or a poem about a trip to the zoo or your favourite animal that you have seen at the zoo.

Rules

- ✓ Send your stories or poems to 97 Clementine Road S(970197)
- ✓ All entries must reach us by 10 October 2014
- ✓ Entries can either be typed or handwritten

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1. What can Brandon and his family enjoy if they visit the zoo on Children's Day?
   (1) Longer opening hours
   (2) Free admission
   (3) Free tram rides
   (4) The arrival of new animals ( )

2. What is the benefit of buying entrance tickets to the zoo online?
   (1) Tram rides are free.
   (2) Tram rides are cheaper.
   (3) Entrance tickets are cheaper.
   (4) There are special gifts for all visitors. ( )

3. Glenda wants to take part in the drawing contest. Which of the following is she not allowed to do?
   (1) Draw any animal she likes at the zoo.
   (2) Sit at certain spots to draw the animal.
   (3) Sit wherever she likes to draw the animal.
   (4) Draw the animal at home before going to the zoo. ( )

4. Those who take part in the writing contest probably _____.
   (1) like most of the zoo animals
   (2) have not been to the zoo before
   (3) go to the zoo every Children's Day
   (4) had an interesting time at the zoo before ( )

5. What is the purpose of the pictures at the top of the advertisement?
   (1) Encourage people to visit the zoo
   (2) Explain why wild animals need help
   (3) Show that animals are harmless
   (4) Tell visitors how big the zoo is ( )

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[D] Writing

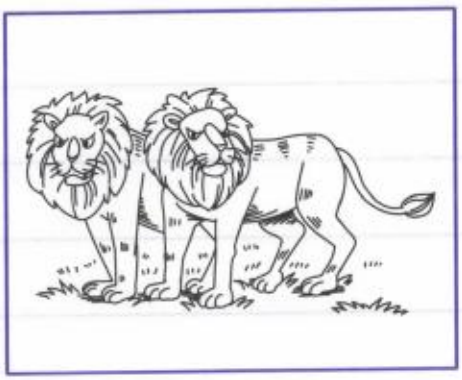
Write a composition of at least 120 words about *a dangerous act*.

The pictures provided are to help you think about this topic. The pictures are not arranged in sequence. You should use one or more of the pictures.

Consider the following points when you plan your composition:

- What was the dangerous act?
- Why was the act dangerous?
- How did the person feel during the dangerous act?
- What did the others around do during the dangerous act?

You may use the points in any order and include other relevant points as well.
(Write your composition on a separate piece of paper.)



natural habitat	excited	disobeyed	guide
dangerous	chased	first-hand	photographs

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Recap the use of suffix 'ous', 'ful' and 'less'.
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UNIT 2 Get to Know Me

[A] Grammar

I. Compound Sentences

We form a **compound sentence** when we **join two simple sentences together**.

Some of the common conjunctions used to join two simple sentences are 'and', 'but', 'or', 'yet', 'for' and 'so'.

Read and Learn

1. George is good at playing the piano but Paul is good at playing the violin.
2. Tom washes the dog's wound and Mary puts a bandage on the dog's leg.
3. The weather was sunny, yet Marie was wearing a sweater.
4. Thomas practises basketball every day for he wants to win the basketball match.
5. Timothy wants to live by the sea so he begs his parents to buy a house there.
6. Sam can go to the theme park or he can visit the zoo.

(a) Fill in each blank with 'yet', 'or', 'but', 'so' or 'and'. Use each word once only.

1. Mrs Smith is very busy _____ she tries her best to volunteer at the nursing home every weekend.
2. Angie wants to sew a teddy bear _____ make a T-shirt for it.
3. I want to design my own shirt _____ I buy some tubes of paint from the shop.
4. Kevin can play indoors _____ he can play outdoors.

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5. Ben kept his old toys, _____ he liked playing with his new robots and figurines.

(b) Join the simple sentences to form a compound sentence using the word given.

1. Fred took up swimming lessons. He wanted to be a national swimmer.

_____ for

_____.

2. Sam likes to read. Peter likes to play computer games.

_____ but

_____.

3. Lydia wanted to go to Japan. She saved most of her pocket money.

_____ so

_____.

II. Adverbial Phrases (1)

Adverbial phrases are groups of words that play the role of adverbs.

Adverbial phrases of time tell us **when something happens.**

Adverbial phrases of duration tell us **how long something lasts.**

Adverbial phrases of frequency tell us **how often or how many times something happens.**

Adverbial phrases of reason tell us **why something happens.**

Read and Learn

1. We are helping to clean the beach in two days' time.
2. He stayed in the library for over an hour.
3. Thomas performs in concerts twice a year.
4. She collapsed because of fatigue.

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(a) Underline the adverbial phrase in each sentence. Then write 't' for the adverbial phrase of time, 'd' for duration, 'f' for frequency and 'r' for reason.

1. ☐ Darren cooks lunch every Sunday afternoon.
2. ☐ The boy plucked coconuts from the tree yesterday morning.
3. ☐ Sam walks instead of taking the lift home in order to exercise.
4. ☐ Gary played computer games from two to four in the afternoon.

(b) Complete each sentence with the type of adverbial phrase in the brackets.

1. Kelly is making a picture from seashells _____ _____. (adverbial phrase of time)
2. Daniel worked in his garden _____ _____. (adverbial phrase of duration)
3. Henry plays table tennis _____ _____. (adverbial phrase of frequency)
4. The elderly lady conducts cooking classes _____ _____. (adverbial phrase of reason)

[B] Vocabulary

I. For each question, choose the most suitable answer and write its number (1, 2, 3 or 4) in the brackets provided.

1. Mark was _____ with the quality of the work the carpenter did. He wanted him to build a new chest of drawers.

(1) dissatisfied
(2) puzzled
(3) offended
(4) disoriented
( )

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2. George was _____ when he saw a ghostly figure coming towards him.
   (1) anxious (3) surprised
   (2) terrified (4) impatient ( )

3. Tammy was _____ to receive her favourite doll on her birthday.
   (1) surprised (3) amazed
   (2) shocked (4) puzzled ( )

4. Michael was still feeling _____ even though he had been playing the whole day. He was not tired at all.
   (1) happy (3) bored
   (2) busy (4) energetic ( )

5. Tim was so _____ that he stormed out of the room.
   (1) anxious (3) disappointed
   (2) infuriated (4) frightened ( )

6. Linda was _____ when she found out that she had won the first prize in the art competition. She could not stop beaming.
   (1) flabbergasted (3) jovial
   (2) elated (4) moved ( )

7. Cheryl felt _____ as she was recovering from the flu and was unable to be with her friends.
   (1) melancholic (3) anxious
   (2) troubled (4) ecstatic ( )

8. Anne felt _____ about copying the test answers so she decided to tell her teacher the truth.
   (1) furious (3) guilty
   (2) agitated (4) upset ( )

9. My friends and I felt _____ for the elderly lady, so we decided to help her.
   (1) sorry (3) hurt
   (2) upset (4) anxious ( )

10. Everyone avoided the _____ girl. She could not stop talking about all the awards that she had won.
   (1) ecstatic (3) lively
   (2) ostentatious (4) obnoxious ( )

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II. Read the passage carefully. Then fill in each blank with a suitable word from the box. Use each word once only.

impatiently	crestfallen	dampened	pride
blurt	disappointed	obvious	misplaced
beaming	euphoria		

Samuel has just returned home. He is (1) _____ with joy. His volleyball team has just won the tournament. He is filled with (2) _____ as he grips the trophy in his hand. He cannot wait to tell someone the good news.

Unfortunately, no one is at home. Samuel is (3) _____ because he does not get to share the good news with anyone. He sits down and waits (4) _____ for someone to return home.

At that moment, his sister comes home. Samuel is about to (5) _____ out what happened to him when he notices her (6) _____ face. She has just finished playing a netball match. From her face, it is (7) _____ that her team has lost. Samuel decides not to say anything to her.

To make matters worse, his mother comes back later looking equally upset. She tells the children that she has (8) _____ her purse. She has already made a police report.

Samuel's spirit is further (9) _____. The initial (10) _____ he was feeling when he returned home is now gone. He returns to his room quietly. Maybe he will tell them the good news tomorrow.

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[C] Comprehension

Read the passage carefully. Then answer the questions that follow.

After school one day, Anne was shocked to see that her brother's face was filled with scratches. There were also bruises on his arms and legs. He looked like he had been in a fight. He made his way to his room and called out to their helper to get him a hot drink like he usually did. If Anne had not taken a close look at him, she would not have seen his bruises.

Anne was about to reprimand him for getting into a fight when her brother told her what had happened. She was furious to learn that her brother, Aaron, had been attacked by the school bully. He usually made fun of Aaron but he had never lifted a finger. Anne was shocked by what he had done to Aaron.

Feeling indignant, Anne decided to confront the bully. The bully was surprised when Anne spoke to him sternly despite her soft voice. He towered over most of the other children in the school. His booming voice and his size made it easy for him to get whatever he wanted. Anne was much shorter than he was.

Anne stood as straight as she could and spoke to the bully firmly. However, the bully refuted whatever Anne said. Fortunately, a teacher walked past and heard what was going on. She immediately tried to stop the argument before it turned into a fight. The teacher stood between the two and tried to reason with the bully. The bully lashed out at Anne. Then, he raised his hand, attempting to punch her. However, the teacher quickly protected Anne and got her face punched instead. Immediately, the bully backed away and apologized profusely to the teacher. His face turned bright red. He could feel everyone's eyes on him. The other children around him began pointing and talking about him, making him feel more embarrassed than he already was.

The bully was marched off to the principal's office. He would probably stop bullying the other children from now on.

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1. Complete the table below to show that there was evidence for and against Aaron being in a fight.

	Evidence
(a) Did not support	
(b) Support	

2. What does the phrase 'never lifted a finger' (line 9) tell you about how Aaron was usually bullied?

_____

_____

3. Circle the word that tells you how the bully expected Anne to feel about him.

awed	petrified	stunned	amazed

4. From paragraph 3, what are the differences between Anne and the bully in the two areas below?

(a) Voice: _____

_____

(b) Size: _____

_____

5. Using paragraph 4, arrange the events in order. Write 1, 2, 3, 4 and 5 for the events. The first one has been done for you.

	The bully apologized to the teacher.
	The teacher stood between Anne and the bully.
	Other children pointed at the bully.
	The teacher was punched by the bully.
1	The bully argued with Anne.

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[D] Writing

Write a composition of at least 120 words about *a shocking event*.

The pictures provided are to help you think about this topic. The pictures are not arranged in sequence. You should use one or more of the pictures.

Consider the following points when you plan your composition:

- What was the shocking event?
- Why was the event shocking?
- How did the person feel during the shocking event?
- What did the others around do during the shocking event?

You may use the points in any order and include other relevant points as well.
(Write your composition on a separate piece of paper.)

unexpected	hollered	reminded	demanded an explanation
accused	puzzled	position	silence in the class

Practise forming compound sentences.
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UNIT 3 The Prehistoric World

[A] Grammar

I. Connectors That Tell 'When'

Connectors like '**as**', '**when**', '**while**', '**before**' and '**since**' tell us **when something happens.**

We use '**as**', '**when**' and '**while**' to talk about **two things that happen at the same time.**

When two things happen, we use '**before**' to talk about the **first thing that happens.**

We use '**since**' to talk about **an action in the past that continues till the present.**

Read and Learn

1. The Baryonyx searched for fish as it waded in the shallow water of the river.
2. No humans were living on earth when dinosaurs were around.
3. The Triceratops was hiding behind a boulder while the Tyrannosaurus Rex was searching for food.
4. The Triassic Period occurred before the Jurassic Period.
5. Palaeontologists have been searching for dinosaur bones since the first fossils were found in the 1800s.

Underline the correct answers.

1. The dinosaur age was the period (as / when / since) dinosaurs roamed the earth.
2. The dinosaurs roared fiercely (since / as / while) flying past the mountains.
3. (Before / As / Since) the Dryosaurus searched for leaves, it tried to avoid being seen by the carnivorous dinosaurs.

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4. Ben has been interested in dinosaurs (while / since / when) his mother bought him a book on dinosaurs.

5. The Diplodocus probably lived on earth (when / as / before) the Utahraptor.

6. (When / While / Before) scientists find fossils, they try to put them together to form a dinosaur.

7. (While / When / Since) a comet crashed onto earth, all the dinosaurs were killed.

8. The first crocodiles and turtles appeared (when / before / as) the Jurassic Period.

II. Connectors That Show Contrast

Connectors that show contrast tell us about **ideas that are different** and **do not usually go together**.

Some of these connectors are '**yet**', '**still**' and '**however**'.

Read and Learn

1. Some dinosaurs were heavy, yet they could fly.
2. The environment was dangerous, still he wanted to continue digging for fossils.
3. The dinosaur did not have sharp teeth. However, it was a meat-eating dinosaur.

(a) Join the sentences using the given words.

1. The Stegosaurus had spikes on its tail. It could not defend itself against the Allosaurus.

_____ still

_____.

2. The dinosaurs at the exhibition were not real. Tim was frightened.

_____ yet

_____.

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3. We did not live during the Jurassic Period. We know a lot about dinosaurs. _____. However, _____.

(b) Read the passage carefully. The connector 'yet' is missing in two places and 'however' is missing in three places. Fill in the boxes correctly.

Daniel was excited because he was at the dinosaur exhibition at the Science Centre. The room was dark, 1. [ ] Daniel could see.

Just at the door, Daniel saw three huge dinosaurs. They were herbivores from the Jurassic Period. 2. [ ], they looked huge. Daniel was not afraid. He even took pictures of them.

When he walked further in, he saw his favourite dinosaur – the Tyrannosaurus Rex. It was huge. 3. [ ], it was not as scary as Daniel had thought it would be. There was a sign to tell visitors not to go past the barrier, 4. [ ] Daniel jumped over the barrier. A security guard came over to tell Daniel to come out of the exhibit. 5. [ ], Daniel did not listen. He came out only after he had a chance to touch the bones.

III. Quantifiers (1)

Quantifiers tell us the **number** or **quantity** of something.

'**All**' and '**all the**' are used with **plural** or **uncountable nouns** in **general**.

'**Each**' and '**every**' are used with **singular countable nouns**. They refer to one of that thing.

Read and Learn

1. All fossils discovered have been put together to form the different types of dinosaurs.
2. All the dinosaurs that are in the exhibition were flown in from America.
3. Each meat-eating dinosaur has sharp teeth.
4. Each of the palaeontologists at the dinosaur exhibition tells the visitors more about the exhibits.
5. Every dinosaur that has wings can probably fly.

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Fill in each blank with 'all', 'each' or 'every'.

1. _____ Oviraptor had a long tail and curved claws.
2. The Triceratops ate _____ the leaves that it saw at the bottom of the mountain.
3. _____ dinosaurs are named by the palaeontologist or the discoverer.
4. _____ the dinosaurs at the exhibition were from the Jurassic Period.
5. The Tyrannosaurus Rex chased _____ the dinosaurs that were nearby and captured one of them.
6. _____ fossil uncovered will be examined by a palaeontologist.
7. The dinosaur waded into the water and caught _____ the fish that it saw.
8. _____ the reptiles that lived during the Triassic Period have died.

[B] Vocabulary

I. For each question, choose the most suitable answer and write its number (1, 2, 3 or 4) in the brackets provided.

1. The place was _____ when we arrived. No one was around.

(1) neglected (3) preoccupied
(2) deserted (4) dilapidated ( )

2. A worker was injured while digging a hole in the ground where _____ works were being carried out.

(1) excretion (3) excavation
(2) execution (4) expansion ( )

3. As an archaeologist, Timothy has discovered many ancient _____.

(1) timepieces (3) creations
(2) oddments (4) relics ( )

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4. Cleaning and storing ancient artefacts is a _____ process.

(1) long-winded
(2) tedious
(3) strange
(4) common ( )

5. Tom arranged the artefacts in _____ order from the earliest to the latest period in which they were used in the past.

(1) correct
(2) contemporary
(3) chronological
(4) increasing ( )

6. Due to changes in the weather, the _____ that we are walking on today might not have been the same thousands of years ago.

(1) floor
(2) terrain
(3) landscape
(4) environment ( )

7. Three archaeologists worked _____ around the clock in order to find more artefacts. They did not stop trying even when they met with many failures.

(1) tirelessly
(2) competently
(3) regularly
(4) proficiently ( )

8. Using what was uncovered, historians managed to _____ the type of lifestyle the people in an ancient city led.

(1) redevelop
(2) return
(3) reconstruct
(4) regenerate ( )

9. Do you believe that some pyramids have been _____ closed by the pharaohs' spells and chants? They probably did not want anyone to enter these pyramids.

(1) coincidentally
(2) rapidly
(3) obviously
(4) deliberately ( )

10. Even after having put in a lot of hard work, some archaeologists have returned home _____ and disappointed.

(1) empty-handed
(2) bare
(3) fulfilled
(4) inadequately ( )

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II. Read the passage carefully. Then fill in each blank with a suitable word from the box. Use each word once only.

combed	surrounding	disliked	across
gruelling	researching	wasted	entire
pinned	dedicated		

Michael was making his third trip to Africa. He (1) _____ the place because of the heat. Michael hated it whenever he began to sweat. However, it was the place where most ancient ruins could be found. Together with a group of (2) _____ archaeologists, Michael (3) _____ the area searching for something from the past. Based on what he had read, there used to be a city right where he had been standing.

Last year, the team came (4) _____ some jewellery and precious stones, which no doubt belonged to the people in the past. The team decided to dig the (5) _____ area as well. They were certain that there were more interesting things in the area. It was not a (6) _____ trip. The remains of an (7) _____ town were discovered after several (8) _____ days of searching. Many people had tried to find the town but failed. Michael was proud of his achievement. After (9) _____ further, he (10) _____ down the estimated time at which the jewellery was made. It was around 140 AD.

III. Fill in each blank with a suitable word from the box.

attendant	researcher	palaeontologist	agent
translator	engineer	curator	assistant

1. The _____ studied the fossils that had been uncovered in South America.

2. I was thrilled that I could be an _____ to the professor who was studying dinosaurs.

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3. Uncle George is a _____ who reads books to learn more about dinosaurs.

4. The _____ in charge of the museum told us that we could not touch any of the dinosaur exhibits.

5. The sound _____ is responsible for recreating the sounds that dinosaurs make.

6. A cleaning _____ helps to keep the dinosaur exhibition clean when it closes every night.

7. The travel _____ encouraged the tourists to visit the dinosaur museum when they were in Britain.

8. We needed a _____ to understand what the French palaeontologist was saying about the dinosaur fossils.

[C] Comprehension

Read the passage carefully. Then answer the questions that follow.

After more than three decades of searching, a ten-member team found the ancient city of Dirangu. The place had been the talk of the town for a while when an article in the newspapers hinted at its presence. Immediately, many people tried to search for the city.

However, there was little success. It was either exhaustion or the lack of equipment that hindered their progress. The archaeologists had to travel long distances in uneven terrain. Some of them did not have the proper tools to dig where large rocks were. Eventually, they gave up. There were so many problems obstructing their way that it was a surprise to many that anyone would still want to search for the site.

However, some archaeologists were determined to succeed. Carrying their backpacks and their tools, each of them trekked through a treacherous mountainous region before arriving at the site. It was raining on the day when they arrived. An especially low-lying area was flooded. It was impossible to start digging. The entire team spent the time huddled in their tent examining the map intently again. On the fourth day, the digging finally started. It took

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a long time and many false starts before one of the team members realized that the ancient map was being read upside down. The archaeologists walked to another section of the region. It was another day of digging before something was found. It was the roof of a house! There were shouts of excitement. Slowly, the rest of the city was uncovered. There were houses, people on the streets and even people in the houses. It was clear that the people were in the midst of their daily activities when disaster struck leaving them buried underground.

The archaeologists had to be very careful with the structures as they could damage them. Work progressed very slowly and as they dug, more and more of the large city was discovered. Their numbers were against them. More people were called over to assist with the work and another ten-member team was dispatched to the area.

1. Which two words in paragraph 2 is similar in meaning to 'blocked'?

2. Using the information from paragraph 2, complete the table to show the types of problems the archaeologists faced.

Type of Problems	Examples
They lacked equipment.	They did not have proper tools to dig where the large rocks were.
	They had to travel long distances in uneven terrain.

3. What was the first problem the archaeologists faced when they arrived at the site?

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4. Circle the word in the sentence below that tells you the archaeologists were serious about their work.

> The entire team spent the time huddled in their tent examining the map intently again.

5. Based on the story, give one reason to show why each statement in the table below is false.

	Reason
(a) Archaeologists spent almost thirty years searching for the ancient city.	
(b) The archaeologists started digging on the third day.	
(c) The first sign of the city was the discovery of people on the streets.	
(d) The archaeologists dug slowly because they were tired.	
(e) More tools were sent to help the archaeologists uncover the city.	

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[D] Writing

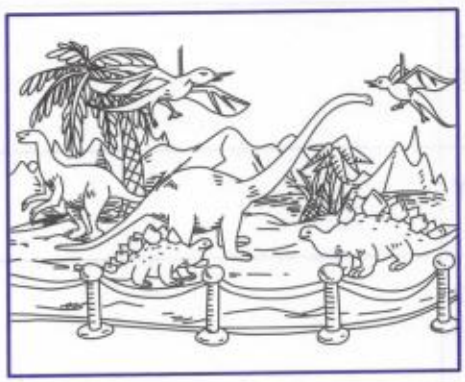
Write a composition of at least 120 words about *a visit to a place of attraction*.

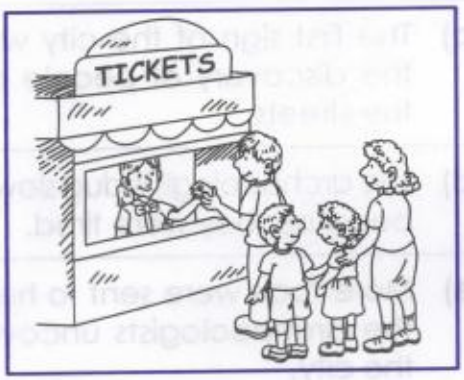
The pictures provided are to help you think about this topic. The pictures are not arranged in sequence. You should use one or more of the pictures.

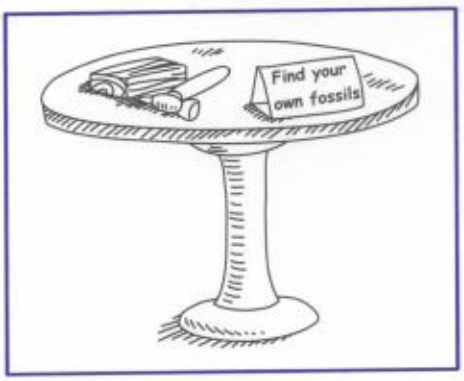
Consider the following points when you plan your composition:

- What was the place?
- How did the visitors feel about the place?
- What was interesting about the place?
- What happened at the end of the story?

You may use the points in any order and include other relevant points as well.
(Write your composition on a separate piece of paper.)







knowledge	holiday	pre-historic	explanation
fossils	exhibition	impressive	fascinating

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UNIT 4

Let Me Tell You a Story

[A] Grammar

I. Expressions Showing Possession

There are different ways to show possession (who or what something belongs to).
We use **apostrophes** to **show the possessive form of nouns**.

Ben**'s** pencil is broken.
The babies' prams are at the back of the restaurant.

We can also use '**of**' to **show the possessive form of nouns**.

The roof **of** the house has collapsed.
The legs **of** the table are brown.

We use **possessive adjectives** and **possessive pronouns** to show possession as well.
Possessive adjectives are '**my**', '**your**', '**his**', '**her**', '**their**', '**our**' and '**its**'.
We put a **noun after a possessive adjective** to show what belongs to the person or animal.

This is **his** trophy.
The dog puts **its** bone in a hole.

Possessive pronouns are '**mine**', '**yours**', '**his**', '**hers**', '**theirs**', '**ours**' and '**its**'.
We **do not need** to put a **noun after a possessive pronoun**.

The children made a doll's house. This doll's house is **theirs**.
I go jogging every day. These running shoes are **mine**.

Read and Learn

Mary and Betsy had a garden.
The back of the garden was covered with fruit trees.
The front of the garden was covered with flowers.

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Mary's area was covered with daffodils.
Betsy's area was covered with roses.
Their garden was the talk of the town.
A naughty girl entered the garden at night.
She wanted to pluck flowers that were not hers.

The underlined words are wrong. Write the correct answers in the boxes provided.

Frederick Smith owned a ship.
In it, he sailed the oceans.

1. ☐

At Athens, their ship docked.

2. ☐

People, with my feet in sandals;

3. ☐

A woman, with flowers in his hair.

4. ☐

Then Frederick Smiths' ship sailed on.

5. ☐

In India, the banks of the Ganges River's
Filled with people
A man holding an urn

6. ☐

The ashes in it were yours.

7. ☐

In Temasek, Fredericks' ship docked.

8. ☐

The peoples' homes were simple.

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9. [ ]

Fishermens' boats dotted the sea.
Would you have liked to travel with Frederick?

10. [ ]

My life would certainly be an adventure.

II. Phrasal Verbs

A **phrasal verb** usually consists of **a verb and a preposition**. When these two words are used together, the meaning of the verb changes.

Read and Learn

I cannot catch up with Lucy Green.
She's the fastest runner I've ever seen.
She doesn't slow down.
She's never tired.
When she runs after me
She's sure to catch me.
If you need something done really quickly,
You can count on dear Lucy Green.
Look!
She's heading for the shop
To pick up a pie for her mother.
And off she goes again
Going even faster than the train.

Fill in the blanks with the correct forms of the phrasal verbs from the box.

carry on	clear up	put together	dress up
back out of	throw out	put off	sweep up

Sunday afternoon,

Ben and I (1) _____ the dishes

While Mother (2) _____

To attend a play.

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We watched as she (3) _____ the car _____ the garage.

After Mother left,

Father (4) _____ with his chores.

He (5) _____ the leaves in the lawn

And (6) _____ old magazines.

Ben and I (7) _____ our new jigsaw puzzle.

Then we did our homework

Which we had (8) _____ doing for the last two days.

[B] Vocabulary

I. Prefixes are letters added to the beginning of words. Some of the prefixes below tell us about the numbers of things.

Prefix	Meaning	Prefix	Meaning
uni-	one	octo-	eight
bi-	two	semi-	half
tri-	three	multi-	many
quad-	four		

Fill in each blank with a suitable word from the box.

octogenarian	octopus	quadruplets	multiracial
bicycle	unicycle	unicorn	semicircle

A circus

In the red and green tent

With balls at the top

In the shape of a (1) _____.

A magical circus –

There was a clown on a (2) _____.

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There was even a (3) _____.

There was a tank with an (4) _____

That could sing and dance!

Everyone was at the circus –

A (5) _____ audience with Chinese,

Malays, Indians and Eurasians.

There was even an (6) _____ with a

walking stick.

Ben rode fast on his (7) _____.

The (8) _____ were late too.

Everyone ran;

No one wanted to miss the show!

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II. Fill in each blank with a suitable word from the box.

mumbled	groaned	exclaimed	muttered
stammered	begged	yelled	whispered

Poem 1

Toby **(1)** _____ and took the broom.

It was time to clean his room.

His mother **(2)** _____, "Get on with it!

Your room is a mess, you must admit!"

Toby **(3)** _____ under his breath

That his brother was the one who had made the mess.

Poem 2

Shirley **(4)** _____ in my ear

And said that she could make a coin disappear.

I **(5)** _____, "Is that true?

Please show me what you can do!"

Shirley **(6)** _____ some magical words;

I thought she sounded absurd.

I **(7)** _____ in surprise,

"Y-you d-d-did it! I c-c-can't believe m-my eyes!"

I **(8)** _____ her to teach me.

She said that she would do it, but only for a fee!

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[C] Comprehension

The poem below is about an amusement arcade. Read it carefully. Then answer the questions that follow.

Like the canteen during recess
Eagerness, excitement, irritation
Pockets bursting with pennies
Jumping about from foot to foot
Bang, smash, bang

The only road to victory
Lies in deep concentration
And a little bit of luck.
Just like how they've gone through life
Bang, smash, bang

Putting in another penny
Ignoring the stares all around
Determination, excitement, irritation
Must win the next game
Bang, smash, bang

Paths of neon lights
Brightly lead the way
Deafening sounds reverberate
Another machine, another game
Bang, smash, bang

1. Write the word in the first stanza that means 'to be filled with'. (Note: There are four stanzas in this poem. A stanza is also known as a verse.)

2. From stanza 2, what are the two ways a person can win a game?

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3. Using the information in stanza 3, tick the statements below that are true. Cross the statements that are false.

- [ ] There is no one watching the people play.
- [ ] The people are playing the game for the first time.
- [ ] The people's goal is to win the game.
- [ ] The people are eager to play the game.

4. Circle the two senses in the box that the writer uses as he explores the arcade.

sight	touch	hearing	smell

5. Complete the table to explain how the poem shows that both adults and children are in the arcade. Write the correct lines from the poem.

	Explanation
Adults are in the arcade.	Just like how they've gone through life
Children are in the arcade.	

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[D] Writing

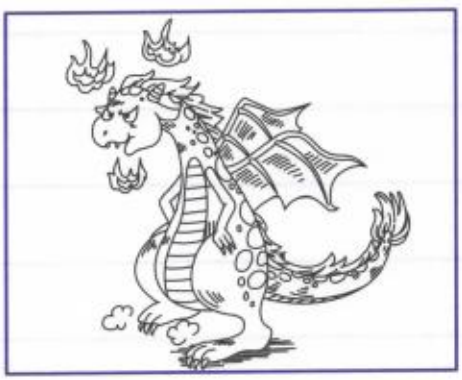
Write a composition of at least 120 words about *an interesting story*.

The pictures provided are to help you think about this topic. The pictures are not arranged in sequence. You should use one or more of the pictures.

Consider the following points when you plan your composition:

- What was the story about?
- Why was the story interesting?
- How did the person feel while reading the story?
- What happened at the end?

You may use the points in any order and include other relevant points as well.
(Write your composition on a separate piece of paper.)



familiar	frightened	unusual	growl
fantasy	surprised	engrossed	without warning

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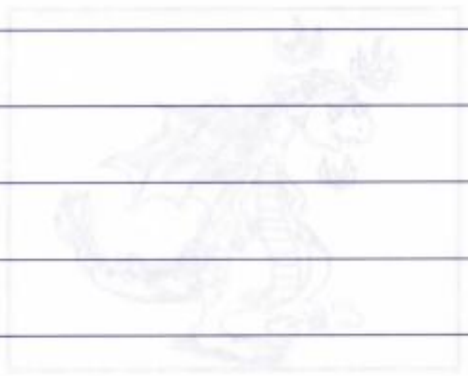

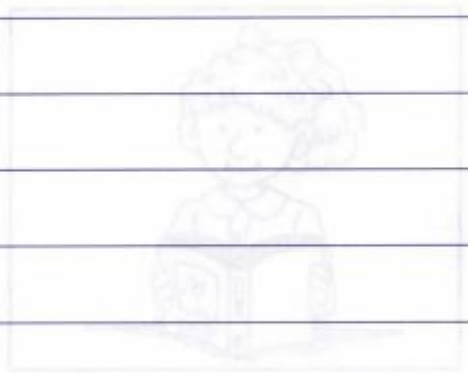

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UNIT 5

Try This!

[A] Grammar

I. Adverbial Phrases (2)

Adverbial phrases of manner tell us **how something is done.**
Adverbial phrases of place tell us **where something is done.**

Read and Learn

1. She lifted the test tube <u>with care</u>.
2. Peter stroked the needle <u>in a gentle manner</u> to make a magnet.
3. The scientists worked <u>in the laboratory</u>.
4. The chemical dissolved <u>on the tray</u>.

Fill in each blank with a suitable phrase from the box. Use each phrase once only.

with great speed	in the water
to the other end of the pole	in the container
in a clear voice	to the bottom of the glass
in a gradual manner	with soap and water

1. The coin sank _____.
2. When I put food colouring in the glass, I could see the water molecules move _____.
3. The ice cube melted _____.
4. The balloon inflated _____ when I put it over the jar.
5. The scientist spoke _____ about the results of his experiment.

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6. The temperature of the water in the test tube increased _____ _____ under the big fire.

7. He cleaned the container _____.

8. When I tilted the pole, the ball slid _____ _____.

II. Quantifiers (2)

Quantifiers are used to tell us the **number** or **quantity** of something.
'**A lot of**' can be used for **both countable and uncountable nouns**. It means 'many'.
'**A few**' is only used for **countable nouns**.
'**A little**' is used for **uncountable nouns**.
To **compare two countable nouns**, we use '**fewer**'.
To **compare two uncountable nouns**, we use '**less**'.

Read and Learn

1. A lot of students are interested in taking part in the Science Fair.
2. Add a few scoops of sugar to the water.
3. The magnet attracted a few iron pieces.
4. Please add a little food colouring to the water.
5. After ten minutes, there were fewer ice cubes in the tray as most of them had melted.
6. There is less liquid in container A than in container B.

Fill in each blank with 'a lot of', 'a few', 'a little', 'fewer' or 'less'.

1. We waited until the water turned cold before adding in _____ food colouring.

2. You need _____ glasses to conduct this experiment. You can use the three glasses over there.

3. You need _____ time to do experiment A than experiment B.

4. There are _____ balls in this jar than the other one.

5. You must mix _____ lemon juice with some water if you want to write a whole page using invisible ink. Please squeeze in more lemon juice.

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6. There was _____ liquid in the beaker. The liquid overflowed.

7. Only _____ air and sunlight can enter the box because there is only a small hole at the top of the box.

8. Put _____ salt into this glass of water than the other one.

[B] Vocabulary

I. For each question, choose the most suitable answer and write its number (1, 2, 3 or 4) in the brackets provided.

1. The scientist has to wear the protective _____ before he enters the laboratory because he is handling a virus.
   (1) garment (3) uniform
   (2) gear (4) helmet ( )

2. You can take out a _____ to prevent anyone from copying your invention.
   (1) licence (3) grant
   (2) patent (4) right ( )

3. We cleared all the _____ from the laboratory after we had finished our experiments.
   (1) equipment (3) gear
   (2) tools (4) devices ( )

4. The scientist conducted extensive _____ before he finally found a solution to the problem.
   (1) findings (3) research
   (2) conclusions (4) discoveries ( )

5. With inventions, machinery and equipment will continue to _____ over the years, thus improving our lives.
   (1) evolve (3) expand
   (2) grow (4) mature ( )

6. By _____ the way vegetables are grown, we might be able to come up with newer and better growing methods.
   (1) creating (3) choosing
   (2) storing (4) studying ( )

7. Do you know where chewing gum _____ from?
   (1) discovered (3) developed
   (2) arrived (4) originated ( )

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8. Your measurements have to be <u>accurate</u> if you want the experiment to work. Make sure you do not add more water than what is necessary.
(1) precise (3) clear-cut
(2) fixed (4) suitable ( )

9. There is a wide <u>spectrum</u> of colours in the rainbow.
(1) range (3) display
(2) row (4) group ( )

10. What you did was <u>ingenious</u>! No one else would have thought of it!
(1) atypical (3) creative
(2) different (4) skilful ( )

II. Add the suffix 'tion' or 'sion' at the end of the word in the brackets and fill in the blank correctly.

1. The process of _____ (observe) is very important in every science experiment.

2. Students have to learn the _____ (classify) of materials according to their states – solids, liquids and gases.

3. We made a _____ (predict) before we conducted the experiment.

4. The _____ (convert) from millilitres to litres must be done to find out the amount of water needed.

5. The _____ (separate) of salt from water can be done with a simple experiment.

6. We cannot simply draw a _____ (conclude) without carrying out the experiment first.

7. The children have a _____ (discuss) about the results of the experiment.

8. The _____ (contract) of metal occurs when it is cooled and _____ (expand) occurs when the metal is heated.

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[C] Comprehension

Read the passage carefully. Then answer the questions that follow.

Of the inventions to date, many of them are linked to transport and travel. Walking was the first mode of travel. However, distances and different terrains became obstacles to this way of moving about. Hence, people began to make use of animals. Having a bullock pull a cart allowed the people to sell their goods at markets further away and return home within the same day. Travels across the desert would no longer take several days. People who lived in different countries were able to cross the borders on their animals. Whether it was the horse, the bullock or the camel, animals took people from one place to another at a much faster pace, saving time and allowing greater interaction to take place among people.

However, some people found it difficult to ride constantly on animals. Animals were gradually losing favour especially in areas with rough terrain that the animals disliked. Some animals were afraid of terrain that contained a lot of water or terrain that was too rocky or bumpy. Machines were next in line. With machines, man could travel even further than before and to places that no one had ever ventured to.

Cars and aeroplanes are two important inventions that have helped to propel society forward. With cars, people can travel faster and with aeroplanes, it does not matter if countries are separated by mountains or the wide open sea. These are no longer obstacles to travel. Within a country, people can conveniently stay far from the city without the fear that they will not be able to commute to the city in time.

Aeroplanes, invented by Wilbur and Orville Wright, certainly sounded like a fairytale when they first started out. The aeroplane was barely able to fly high above ground and the flight hardly lasted more than a few seconds. The brothers ran many trials, not without accidents. The aeroplanes were known to have crashed a few times in the process of inventing more stable ones. Their perseverance, however, paid off and the aeroplane is part and parcel of everyone's life today.

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1. Using the information from paragraph 1, complete the table below to show how the animals helped people to move about.

	How animals helped people
Travelling across the desert did not take so many days.	(a)
People could travel outside their countries.	(b)

2. Write the sentence that tells you machines were used once animals became unsuitable as a form of transport.

3. What does the word 'rough' (line 12) mean in the passage? Circle the correct answer.

difficult unexplored foggy rocky

4. In paragraph 3, what obstacles have cars and aeroplanes helped to overcome?

(a) Cars: _____

_____

(b) Aeroplanes: _____

_____

5. Based on paragraph 4, give one reason to show why each statement in the table below is false.

	Explanation
(a) An aeroplane was a possible invention in the past.	
(b) Wilbur and Orville Wright's aeroplane flew for several minutes.	
(c) Wilbur and Orville Wright flew the aeroplanes safely each time.	
(d) The aeroplane is not an important mode of transportation today.	

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[D] Writing

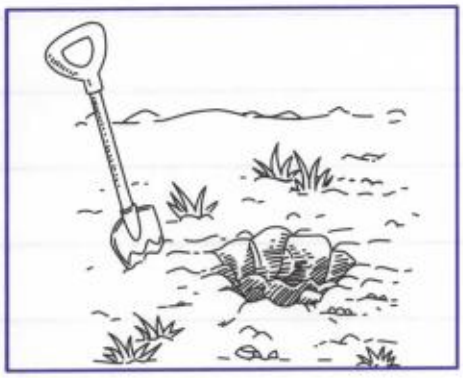
Write a composition of at least 120 words about a discovery.

The pictures provided are to help you think about this topic. The pictures are not arranged in sequence. You should use one or more of the pictures.

Consider the following points when you plan your composition:

- What was the discovery?
- Why was the discovery an interesting one?
- How did the person or people feel about the discovery?
- What did the person or people do about the discovery?

You may use the points in any order and include other relevant points as well.
(Write your composition on a separate piece of paper.)



experiment	curious	worried	horrified
secretly	silence	cautious	stumbled upon

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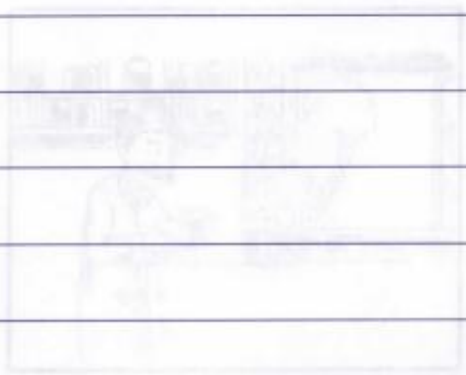

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UNIT 6 Foreign Lands

[A] Grammar

I. Modals

The words 'must', 'should' and 'ought to' are **modals**.
We use '**must**' to talk about **things that we have to do**.
We use '**should**' and '**ought to**' to offer **advice** or make a **strong suggestion**.

Positive	Negative	When It Is Used
should	should not	offer advice or make a strong suggestion on what to do or what not to do
ought to	ought not to	
must	must not	things that we have to do/do not have to do

Read and Learn

1. You should learn about the Chinese culture before you go to China.
2. You should not miss out a visit to the night bazaar when you are in Hong Kong.
3. You ought to find out how the Japanese greet one another.
4. The guide says that we ought not to miss the celebration of the Loy Krathong Festival in Thailand.
5. To understand Singapore better, you must learn about the traditions of the different ethnic groups.
6. You must not walk off on your own when you are at the crowded bazaar.

Underline the correct answers.

1. A visit to Cambodia (should not / should) always include a trip to the beautiful Angkor Wat.
2. You (ought not to / should) visit countries where fighting has been going on.

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3. You (ought not to / must) hold on tight to your belongings when you are travelling in open vehicles like tuk tuks.

4. You (should / must not) drive in India if you do not have a good sense of direction.

5. Bali is a beautiful idyllic island. You (should / should not) spend a weekend there.

6. You (should not / must) visit the resorts at the Maldives during the monsoon season.

7. Sam (should / ought not to) try the elephant ride in Phuket. He will have a great time.

8. You (ought not to / ought to) visit the Safari in South Africa if you are afraid of wild animals because they often come up close to you.

II. Question Tags

We put a **question tag** at the **end of a sentence**. It is a **short question** people ask to find out if others agree with what they say.

You have been to the Philippines, **haven't you**?

The negative form of the verb is used in the question tag if the **verb in the first part of the sentence is positive, and vice versa**.

The Thais **were** very polite, **weren't** they?
(positive) (negative)

The coastal areas **aren't** crowded during the monsoon season, **are** they?
(negative) (positive)

George **will visit** the temples, **won't** he?
(positive) (negative)

When the first part of the sentence consists of **only an action verb**, the question tag usually consists of '**don't**', '**doesn't**' or '**didn't**'.

Sam **flew** to Korea last night, **didn't** he?
(action verb – positive) (negative)

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Read and Learn

1. You sat on an elephant while going through the river, didn't you?
2. Derek will go to Brunei tomorrow, won't he?
3. Shawn and his family often go scuba diving in Krabi, don't they?
4. Ben was in Indonesia last month, wasn't he?

(a) Fill in each blank with the correct question tag.

1. There are many temples in Cambodia, _____?
2. You can camp in the rain forests in Thailand, _____?
3. The silk scarf you bought from India wasn't expensive, _____?
4. At the Singapore Zoo, the elephants danced and performed, _____?

(b) Fill in each blank with the correct verb.

1. There _____ many places of interest in Taiwan, aren't there?
2. Daniel _____ to visit the Forbidden City in China, doesn't he?
3. Kathy _____ shop at the night bazaar in Malaysia, won't she?
4. You _____ at the roadside food stalls in Thailand, didn't you?

III. Adjectival Phrases

An adjective tells us more about a noun.

An **adjectival phrase** is a group of words that **plays the role of an adjective**. It often comes after the noun.

Read and Learn

1. The man in the white shirt is the tour guide.
2. The stall with the white signboard sells noodles.
3. We will sit on that elephant in front of the rain forest.
4. The temple with the Chinese stone carvings is a popular tourist attraction.
5. Scarfs made of Thai silk are found in many shops.

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Fill in each blank with a suitable adjectival phrase from the box. Use each phrase once only.

on Palm Beach	in the north of Singapore
in the white T-shirt	with red and gold trimmings
in colourful costumes	with the gold-plated pagoda
made of paper	on the Grand Canal in Venice

1. The man _____ drives the tuk tuk.
2. There was a seat _____ on top the elephant.
3. We lit lanterns _____ during the Yi Peng Festival.
4. The tribal dancers _____ put on an interesting dance performance.
5. The beach resort, situated _____, was crowded with tourists.
6. The Night Safari _____ has many animals from all over the world.
7. Public transport _____ includes water buses and taxis, and the gondolas.
8. You must visit the temple _____ when you are in Chiang Mai.

[B] Vocabulary

I. Find a word from the box to replace the underlined word in the sentence and write its letter in the box provided.

(A) gracious	(C) remote	(E) gritty	(G) unusual
(B) elaborate	(D) pious	(F) fascinating	(H) packed

1. [ ] The visit to Tibet was really <u>interesting</u>.
2. [ ] It is <u>rare</u> to see wild animals up close.
3. [ ] The night bazaars in Phuket were <u>crowded</u>.

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4. ☐ The villagers were polite to the visitors.

5. ☐ I liked the fancy design on the silk kimono.

6. ☐ We watched the brave fighters take part in the Muay Thai fighting competition.

7. ☐ There are many distant islands in Thailand that are good diving spots.

8. ☐ There are many religious people who make pilgrimages to various countries around the world.

II. We can add the prefix 'dis', 'un', 'in', 'il', 'ir' or 'im' at the beginning of some words to form new words that are opposite in meaning.

connect	→ **dis**connect	logical	→ **il**logical
happy	→ **un**happy	relevant	→ **ir**relevant
complete	→ **in**complete	possible	→ **im**possible

Use the prefix 'dis', 'un', 'in', 'il', 'ir' or 'im' to form the opposite of the word in the brackets and fill in the blank correctly.

1. It was _____ (comfortable) sitting on the camel throughout the trip through the desert.

2. We saw a humpback whale on a whale watching tour. It was _____ (believable)!

3. The guide _____ (encouraged) us from travelling to those parts of the Middle East where fighting was going on.

4. It is _____ (polite) not to greet a Thai when you see him.

5. The _____ (decisive) visitors could not decide which temple in Cambodia to visit first.

6. The _____ (responsible) lady did not realize that her child was missing when they were at Mount Fuji.

7. The man selling food at the floating market was _____ (literate) and he did not understand what the tourist had written on the piece of paper.

8. Is it _____ (convenient) to move around on foot in India?

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[C] Comprehension

Study the advertisement carefully. Then choose the correct answer for each question and write its number (1, 2, 3 or 4) in the brackets provided.

Heritage Festival

organized by the Arts and Culture Society

All activities are FREE!

Indoor Events

Date/Time	Activity	Venue
12 June 7 pm – 11 pm	Dance Mania! Watch dancers twirl and shake to heart thumping music. Get on stage to join in the fun as well!	Arts and Cultural Centre, Arts School Auditorium
13 June 10 am – 7 pm	Craft Away! Learn traditional paper craft. Each session can accommodate 20 participants. Register at www.creativekids.com to reserve a place.	Creative Kids Studio @ Kenwood Drive

Outdoor Events

Date/Time	Activity	Venue
14 June 12 pm – 5 pm	Let's Search! Take a walk along Sailwood Avenue with a local guide who will tell you more about the various heritage buildings in the area. Search for an elusive heirloom that's in one of these places. Register at www.heirloomsearch.com Participants will be placed in groups of 5.	Various buildings along Sailwood Avenue
15 June 8 am – 5 pm	Flying High! Take part in a kite flying competition or simply spend a leisurely day flying your kite with your loved ones. Bring a mat and some food and have a picnic by the shore.	East Coast Beach

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1. Which of the following events does the picture at the top of the advertisement represent?

(1) Dance Mania
(2) Craft Away
(3) Let's Search
(4) Flying High ( )

2. How many different venues will be used for the heritage festival?

(1) less than 2
(2) less than 5
(3) between 2 to 4
(4) more than 4 ( )

3. Which of the following is true about the outdoor events?

(1) They are only held at night.
(2) They do not last more than 5 hours.
(3) They only take place in the day.
(4) They are all competitions. ( )

4. Which of the following words means 'difficult to find'?

(1) mania
(2) thumping
(3) elusive
(4) heirloom ( )

5. What do 'places' refer to?

(1) All heritage buildings in the country
(2) Old and new heritage buildings
(3) Heritage buildings along Sailwood Avenue
(4) Heritage buildings built for the Heritage Festival ( )

6. The second indoor event lets participants learn about _____.

(1) new ways of doing craft
(2) old types of craft
(3) craft from all over the world
(4) doing craft in a group ( )

7. Those who would like to get some fresh air while having a meal should attend _____.

(1) Dance Mania
(2) Craft Away
(3) Let's Search
(4) Flying High ( )

8. According to the advertisement, the Heritage Festival is about _____.

(1) a celebration of different cultures
(2) learning new skills
(3) bonding with family and friends
(4) playing indoor and outdoor games ( )

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[D] Writing

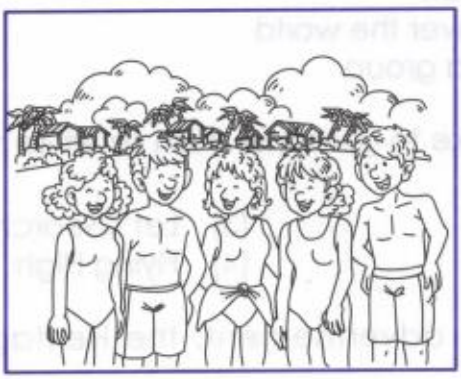
Write a composition of at least 120 words about *a holiday*.

The pictures provided are to help you think about this topic. The pictures are not arranged in sequence. You should use one or more of the pictures.

Consider the following points when you plan your composition:

- Where was the holiday?
- What event/activity stood out during the holiday?
- How did the people feel during the event?
- What happened at the end?

You may use the points in any order and include other relevant points as well.
(Write your composition on a separate piece of paper.)



collided	crowded	zoomed	tumbled
unintentional	resort	peaceful	scraped

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UNIT 7

That's Funny!

[A] Grammar

I. Adjectives

There are different types of **adjectives**. For example, some give us an **opinion** about the noun.

This is a **funny** clown.
(opinion)

Some tell us the **size** and **age** of a noun.

The circus is in that **big old** tent.
(size) (age)

When we use a few adjectives to talk about one noun, we **arrange these adjectives in a certain order**.

opinion → size → age → shape → colour → origin → material

The **beautiful**, **big**, **old**, **round**, **beige**, **wooden** box is filled with party hats.
(opinion) (size) (age) (shape) (colour) (material)

Read and Learn

1. The small thin book on the table contains a lot of jokes.
2. Today, my teacher told us an old Chinese joke.
3. I played a trick on my brother and hid his circular copper coins under his pillow.
4. That young American man is a comedian.
5. This small, grey, plastic knife has a hidden spring inside it.

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Fill in each blank with a suitable adjective of your own.

1. The doctors dressed up in _____, _____, _____ clothes to cheer up their patients.
2. The comedians waited backstage in a _____ _____ corner for their turn to go on stage.
3. I burst out laughing when I saw my sister in a _____, _____, _____ dress.
4. Sue read a _____ _____ comic.
5. The children laughed when they heard the _____ _____ song.
6. Everyone laughed when they saw someone dressed as a _____, _____, _____ chicken walking on stage.
7. My father likes to watch _____ _____ films. They always make him laugh.
8. The _____, _____, _____ clowns ran around the _____ _____ rink to make the audience laugh.

II. Articles (1)

'A', **'an'** and **'the'** are **articles**. We usually use them before nouns. We use **'a'** and **'an'** for **singular countable nouns**. We use **'a'** for **nouns that begin with a consonant sound**. We use **'an'** for **nouns that begin with a vowel sound**.

I heard **a** joke last night.
The show lasted for **an** hour.

If there is **an adjective before the noun**, we use 'a' or 'an' **depending on whether the adjective starts with a consonant or vowel sound**.

Marie danced about while carrying **a** colourful umbrella.
What **an** interesting show!

We **do not use** **'a'** or **'an'** when we talk about **plural nouns or in front of special names**.

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Mrs Candy always tells her students jokes to liven up her lesson. Young children often laugh when they see adults dressed up in funny costumes.

We use '**a**' or '**an**' when we **talk about something for the first time.**
We use '**the**' when we **talk about the same thing for the second time.**

Paul put on **a** clown costume. **The** costume was white with red spots.

We also use '**the**' to talk about **something specific.**

We can use '**the**' to talk about a **plural** noun.

The children clap and laugh when **the** clowns trip and fall on **the** stage.

We **do not use articles** in front of nouns if we are talking about **something in general.**

Comedies are popular among many people.
Babies laugh when they are tickled.

Read and Learn

1. The naughty boy put a white sheet over his head to scare his friends.
2. I bought a toy last night. Put the toy in your palm and it vibrates when someone touches it.
3. The children sat on the floor and listened to the musician play a funny song.

Fill in each blank with 'a', 'an' or 'the'. Put a dash '–' in the blank if no article is needed.

1. Aaron drew _____ cartoon. When his friends saw _____ cartoon, they burst out laughing.

2. Would you like to hear _____ joke? I heard this joke on the radio last night.

3. _____ comedies are a good way to lift up your spirits when you are feeling down.

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4. _____ clown usually behaves in _____ silly manner to make people laugh.

5. Although I had heard _____ joke many times, I still wanted my brother to tell it to me again.

6. Peter made _____ funny face to make me laugh. I like it when he makes _____ funny faces.

7. _____ riddles always make me laugh. Let me tell you _____ interesting riddle that I have heard.

8. Let's watch _____ show 'America's Funniest Home Videos'. _____ videos on _____ show always make me laugh.

[B] Vocabulary

I. For each question, choose the most suitable answer and write its number (1, 2, 3 or 4) in the brackets provided.

1. Everyone _____ out laughing when they heard the joke.
   (1) cracked (3) gushed
   (2) burst (4) broke ( )

2. The show was _____. The audience could not stop laughing.
   (1) enjoyable (3) entertaining
   (2) hilarious (4) interesting ( )

3. In the past, a king would employ a _____ to cheer him up with his jokes and stories.
   (1) clown (3) jester
   (2) ringmaster (4) comedian ( )

4. To _____ up the atmosphere, the speaker told the audience a few jokes about himself.
   (1) liven (3) perk
   (2) awaken (4) enrich ( )

5. Susan's brother is always _____ by the tricks that she plays on him.
   (1) charmed (3) cheered
   (2) amused (4) pleased ( )

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6. Those who join the Laughing Club feel that starting the day with a _____ laugh is beneficial to a person's health.
(1) strong (3) contagious
(2) controllable (4) good ( )

7. Her laughter was so _____ that before long, everyone else in the room was laughing along with her.
(1) conducive (3) infectious
(2) convincing (4) compelling ( )

8. Sarah has learnt to laugh at her mistakes and pick herself up instead of _____ over what has already happened.
(1) thinking (3) pondering
(2) considering (4) brooding ( )

9. The actor has such a _____ face that he is often cast in comedies.
(1) comical (3) convincing
(2) motionless (4) familiar ( )

10. I find it difficult to keep a _____ face whenever my brother is up to his usual antics.
(1) constant (3) straight
(2) blank (4) normal ( )

II. Read the passage carefully. Then fill in each blank with a suitable word from the box. Use each word once only.

lighten	mime	boost	attitude
opportunity	accomplish	giggled	amusing
optimistic	rolling		

A group of cancer-stricken children were treated to a magic show last Tuesday. The doctor who ran the home thought that it would be an excellent way to (1) _____ the children's morale. Most of them felt that they were too sick to do anything. However, when the magician gave them the (2) _____ to try the tricks for themselves, the children began to feel that they could (3) _____ something.

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The magician also helped to (4) _____ their heavy hearts by telling them jokes and riddles. In the beginning, the children only (5) _____ when they heard the jokes but by the end of the performance, they were (6) _____ about with laughter. The children still found him funny even when he did a (7) _____ instead of speaking. The magician was so (8) _____ that they begged him to tell more jokes.

By the time the magician left, most of the children were already beginning to feel better about themselves. Their (9) _____ towards life had changed considerably. They were much more (10) _____. Laughter certainly helped them to feel better.

III. For each set of questions, fill in the blanks with the correct forms of one of the words from the box.

palm	head	charge	jet

1. (a) We could hear a fighter _____ in the sky.
   (b) The sprinklers spray _____ of water onto the grass once a day.
2. (a) We sat under a _____ tree at the beach.
   (b) I placed a coin on the fortune-teller's _____ and asked him to tell me my fortune.
3. (a) The soldiers _____ at the enemy and defeated them.
   (b) The ticketing company _____ a fee when you book tickets through the Internet.
4. (a) The man who _____ the team is rude and bossy so none of his team members likes him.
   (b) I turned my _____ to find out what was making that strange noise.

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IV. Fill in each blank with a suitable idiom from the box. Use each idiom once only.

out of step	slip through his fingers
throw some light	bag of bones

1. This is his chance to be an actor and he cannot let it _____. He must do his best at the auditions.
2. That beggar by the side of the road is a _____.
3. Sue is a bad dancer. She is always _____ with the music.
4. That witness' statement will _____ on the investigation.

[C] Comprehension

Read the passage carefully. Then answer the questions that follow.

In recent years, laughter has become an increasingly sought after remedy for various ailments. It is believed that laughter is the best medicine. It costs nothing yet it has many advantages. At times, it even surpasses traditional medicine. In many hospitals around the world, it is believed that having a good laugh at least once a day can help a person to get better much faster. Unlike the bitter taste of medicine, laughter certainly does not taste bad.

A few years ago, a hospital tried just that. A few patients from its geriatric ward were unable to get well no matter how much medicine the doctors gave them. Many of them used their age as an excuse for not getting better. They claimed they were too old to recover from their illnesses, which were terminal. On the other hand, the doctors were certain that the patients were simply losing hope due to their age. Their illnesses were psychological. They were confident that the patients would be able to get up and also eat their meals properly. The doctors decided to try something new.

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Dressed up as a clown, one of the doctors decided to try to cheer up the patients. He surprised them by barging into the room just when the patients were about to have their breakfast. Jumping and prancing around, he took on a completely different persona. Pretending to examine the patients, he hopped from one patient to the next, giving each of them a cursory examination before going on to the next. By the time he was through, some of the patients had already broken out into smiles. Then the doctor started performing for the patients. Standing in the middle of the ward, he juggled some coloured balls and danced and spun around. The patients were bent over with laughter. He also told the patients jokes. Tears rolled down their cheeks.

The patients were in a better mood for the rest of the day. They looked forward to the weekly visits from the clown. Before long, many of them were getting much better. A few of them were even discharged.

1. Which word in the first paragraph is similar in meaning to 'solution'?

2. Using the information in paragraph 1, name three advantages of laughter as a medicine.

   i. _____

   ii. _____

   iii. _____

3. Name the type of people who stay in a geriatric ward.

   _____

4. The doctors and the patients had different opinions about the illnesses. What were they? Complete the table below.

	Doctors' opinions	Patients' opinions
(a) Reason for not getting better		
(b) Type of illness		

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5. Give one example from the passage to show that the clown made the patients happy.

_____

_____

[D] Writing

Write a composition of at least 120 words about *a surprising event*.

The pictures provided are to help you think about this topic. The pictures are not arranged in sequence. You should use one or more of the pictures.

Consider the following points when you plan your composition:

- What was the event?
- Why was the event an unusual one?
- How did the person or people feel about the event?
- What happened to the person or people at the end?

You may use the points in any order and include other relevant points as well.
(Write your composition on a separate piece of paper.)

thrilled to bits	sat up	giggled	perked up
applause	unexpected	comical	flamboyant clothes

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UNIT 8 Well-loved Tales

[A] Grammar

Direct and Indirect Speech

Direct speech refers to the **exact words that a person says.**

When writing direct speech, we

❶ start with an open quotation mark

❷ start with a capital letter

❸ end with a close quotation mark

❶ ❸
Ishmael said, "The voyage will allow me to see the whales."
❷

Indirect speech is used to **report on what someone has said.** It is also called reported speech. We use words like 'said', 'asked' or 'told' to talk about what someone has said. Do not use quotation marks in indirect speech.

Ishmael said that the voyage would allow him to see the whales.

When we change direct speech to indirect speech, we need to change the **tenses**, **pronouns**, **adverbs and modals**.

- **Changing Tenses**

Direct Speech	Indirect Speech
The Simple Present Tense "Ishmael **sleeps** here," said the landlord.	**The Simple Past Tense** The landlord said that Ishmael **slept** there.
The Present Continuous Tense Huckleberry said, "I **am studying** at home."	**The Past Continuous Tense** Huckleberry said that he **was studying** at home.

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The Present Perfect Tense Tom Sawyer said, "I **have found** a way out."	**The Past Perfect Tense** Tom Sawyer said that he **had found** a way out.
The Present Perfect Continuous Tense "Jim **has been sleeping** the whole night," Tom told Huckleberry.	**The Past Perfect Continuous Tense** Tom told Huckleberry that Jim **had been sleeping** the whole night.
The Simple Past Tense Ishmael said, "I **stayed** in a crowded inn."	**The Past Perfect Tense** Ishmael said that he **had stayed** in a crowded inn.
The Past Continuous Tense "Ahab **was searching** for Moby-Dick," said Queequeg.	**The Past Perfect Continuous Tense** Queequeg said that Ahab **had been searching** for Moby-Dick.

Sometimes, when we report on what someone has said, we **do not need to change the tenses**. This occurs when

- the reporting verb is in the present tense

Tom Sawyer tells Huckleberry Finn, "You **need** to return home."
Tom Sawyer tells Huckleberry Finn that he **needs** to return home.

- the statement in the direct speech is a fact

"Robbers **steal** things," said Tom.
Tom said that robbers **steal** things.

- the reporting verb is in the past tense and the direct speech is in the past perfect tense

The captain said, "Ahab **had lost** his leg because of a sperm whale."
The captain said that Ahab **had lost** his leg because of a sperm whale.

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- **Changing Pronouns**

Direct Speech	Indirect Speech
"I have to ask **you** for help," Huckleberry Finn told Aunt Polly.	Huckleberry Finn told Aunt Polly that **he** had to ask **her** for help.
"I will help **you** clean the dirt off the clothes," Miss Watson told Huckleberry Finn.	Miss Watson told Huckleberry Finn that **she** would help **him** clean the dirt off the clothes.
"**We** said no but the two men still travelled with **us**," Huckleberry told the young girl.	Huckleberry told the young girl that **they** had said no but the two men had still travelled with **them**.
"**You** will hide in the cave and pretend to be robbers," Tom told the young boys.	Tom told the young boys that **they** would hide in the cave and pretend to be robbers.
"Moby-Dick did this to **me**," said Ahab.	Ahab said that Moby-Dick had done that to **him**.
"The townsfolk told **me** this story," the lady told Huckleberry.	The lady told Huckleberry that the townsfolk had told **her** that story.
"The people are trying to rob **you**," Huckleberry told the girls.	Huckleberry told the girls that the people were trying to rob **them**.

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- **Changing Adverbs and Other Parts of Speech**

Direct Speech	Indirect Speech
"We must attack Moby-Dick **now**," said Ahab.	Ahab said that they had to attack Moby-Dick **then**.
"Fedallah fell overboard **here**," we pointed out.	We pointed out that Fedallah had fallen overboard **there**.
"**This** whale and not **these** grey whales attacked Ahab several months **ago**," he said.	He said that **that** whale and not **those** grey whales had attacked Ahab several months **before**.
Ishmael told the other sailor, "I will keep watch **tonight** and **tomorrow**, you will take over."	Ishmael told the other sailor that he would keep watch **that night** and **the next day**, he would take over.
"We saw Moby-Dick **yesterday**," said the sailors.	The sailors said that they had seen Moby-Dick **the day before/the previous day**.

- **Changing Modals**

Direct Speech	Indirect Speech
"Anyone who tries to kill Moby-Dick **will** die," said the prophet.	The prophet said that anyone who tried to kill Moby-Dick **would** die.
"We **shall** save Jim," Tom told Huckleberry.	Tom told Huckleberry that they **should** save Jim.
"The people **may** attack us so we **must** escape," Huckleberry told Jim.	Huckleberry told Jim that the people **might** attack them so they **had to** escape.
Huckleberry told Mary Jane, "I **can** help you."	Huckleberry told Mary Jane that he **could** help her.

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Change the following sentences from direct to indirect speech.

1. "I am going to get help," said Huckleberry.

   Huckleberry said that _____

   _____.

2. "A house is floating down the river," Jim told Huckleberry.

   Jim told Huckleberry that _____

   _____.

3. Jim says, "The raft floats down the river."

   Jim _____

   _____.

4. "You must be careful with the harpoon line," the prophet warned the men.

   The prophet _____

   _____.

5. "None of these men has seen Moby-Dick," said Ishmael.

   Ishmael _____

   _____.

6. Ahab said, "Whales live in the sea."

   Ahab _____

   _____.

7. "You have to tell me where Moby-Dick was spotted," Ahab told the captains.

   Ahab _____

   _____.

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8. "We will trick the people tomorrow," said Duke and King.

Duke and King _____

_____.

[B] Vocabulary

I. Complete each metaphor by filling in the blank with a suitable phrase from the box. Use each phrase once only.

an iceberg in the middle of the ocean
a float for the drowning man
a feather floating in the air
an exploding bomb in a silent night
bullets aimed at the helpless whales
a mother hen
dominoes on the ground
a snake in the grass

1. The harpoons were _____.
2. The conman was _____.
3. The corpse hanging on the harpoon line was _____.
4. The coffin that the carpenter made was _____.
5. The sound of the gun was _____.
6. The motionless steamboat that had crashed earlier was _____.
7. The men who were shot at and who fell were _____.
8. Miss Watson was _____ towards Huckleberry who did not enjoy being treated that way.

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II. Fill in each blank with a suitable word from the box. Use each word once only.

uncomfortable	incredible	visible	dependable
responsible	edible	inhospitable	commendable

1. In Herman Melville's story, Moby-Dick, Ishmael was portrayed as a _____ harpooner.
2. Moby-Dick was an _____ sight and many harpooners were afraid to attack it.
3. Huckleberry felt _____ lying on the grass but he had to wait for Jim to fall asleep.
4. Huckleberry was a _____ friend who helped Jim whenever he was in trouble.
5. Ishmael thought that Queequeg was a cannibal for whom everything was _____.
6. The whales were hardly _____ at night.
7. The actors put up a _____ stage performance of 'The Adventures of Huckleberry Finn'.
8. When Ishmael first saw Queequeg, he thought that he was an _____ man because of the tattoos on his body.

[C] Comprehension

Read the passage carefully. Then answer the questions that follow.

Mark Twain's story 'The Adventures of Huckleberry Finn' is a well-known classic about the adventures of a boy, Huckleberry, and his new-found friend, Jim, a runaway slave.

Huckleberry escaped from his father's cabin by pretending that robbers had entered his father's cabin and killed him. He smashed the cabin door with an axe. After killing an animal, he smeared its blood on the cabin floor. In his canoe that was filled with supplies, Huckleberry sailed down the river to Jackson's Island. His adventure started when he met Jim, a slave on the Island.

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Huckleberry and Jim left the island on a raft. In the day, they hid along the shore and at night, they floated down the river searching for Cairo where they would then take a steamship up the Ohio River. However, there was a dense fog and they were separated, only to realize in the morning that they had already passed Cairo.

Huckleberry's adventures became more treacherous with the arrival of two conmen, Duke and King. Through their deceit, they were able to pocket a lot of money from the people in a town. The situation worsened when they sold Jim to a household as a slave.

With the help of his friend, Tom Sawyer, Huckleberry found out where Jim was kept. Jim was rescued and set free. Since Jim's old owner had already died, Jim was now free to do as he pleased. Huckleberry and Jim went their separate ways. Huckleberry chose to continue with his carefree lifestyle instead of being adopted by Tom Sawyer's aunt.

1. What does the word 'classic' (line 2) tell you about the story 'The Adventures of Huckleberry Finn'? Tick the correct answer.

- ☐ It is an interesting story.
- ☐ It has been retold several times.
- ☐ The story is suitable for children.
- ☐ The story has been around for a long time.

2. Use your own knowledge and the information from paragraph 2 to complete the table below.

	What Huckleberry did	What Huckleberry's father would think
(a) Cabin door was smashed		
(b) Blood on the floor of the cabin		

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3. Were Huckleberry and Jim afraid to be seen by others? How do you know?

4. Which word tells you that the conmen tricked people?

5. Based on the passage, give one reason to show why each statement in the table below is false.

	Evidence
(a) Jim escaped on his own.	
(b) Huckleberry lived with Tom Sawyer.	
(c) Huckleberry and Jim wanted to travel to Ohio.	
(d) Jim lived with his father before he was free.	

Try this exercise on indirect speech.
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[D] Writing

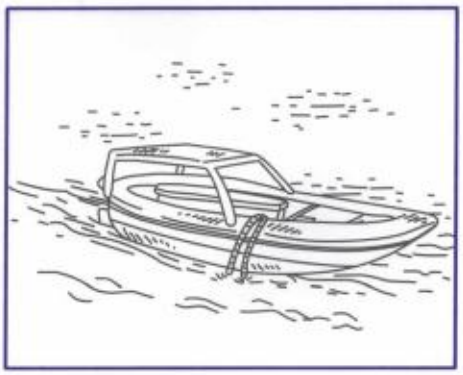
Write a composition of at least 120 words about *an adventure*.

The pictures provided are to help you think about this topic. The pictures are not arranged in sequence. You should use one or more of the pictures.

Consider the following points when you plan your composition:

- What was the adventure?
- Why was the adventure an exciting one?
- How did the person or people feel about the adventure?
- What happened at the end of the adventure?

You may use the points in any order and include other relevant points as well.
(Write your composition on a separate piece of paper.)



torrential rain	huge waves	rocked violently	ignored
weather report	drenched	regretted	petrified

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UNIT 9 Express Yourself!

[A] Grammar

I. Collective Nouns

Collective nouns are words used to talk about **groups of animals, people or things.**
When we talk about **one group as a whole**, we use the **singular verb and pronoun.**

The **class agrees** to have **its** year-end class party in the canteen.

When we talk about **one group with all the members in the group doing individual things**, we use the **plural verb and pronoun.**

The **team tell** the coach what **they** think of the opposing team in the coming match.

Read and Learn

1. The committee help out at the fair to raise funds for the poorer members in their community.
2. The choir sings during Christmas. It sings popular Christmas songs.
3. The crew welcome the passengers on board the ship. They tell the passengers where their cabins are.

(a) Fill in each blank with a suitable pronoun.

1. The family spend their Sundays at home. _____ read books, watch television and talk to one another.
2. The jury has agreed that the man is guilty and _____ will announce the decision to the court.
3. The audience claps to show _____ appreciation of the performers.
4. The mob of fans rush towards the superstar. _____ call out his name and ask him for his signature.

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(b) Fill in each blank with the singular or plural form of the verb in the brackets.

1. A crowd of visitors _____ (be) watching the elephant performance at the animal show.

2. The government _____ (make) different types of policies. They ask the people for their opinions before they implement the policies.

3. The group of boys _____ (tell) the teacher about their project. They tell her what topic they want to do, how they will do their research and when they will present the project.

4. The crowd of customers _____ (cheer) when they hear that there will be a further twenty percent discount on all items.

II. Conditional Sentences

Sentences with '**if**' are called **conditional sentences**.
The sentences are usually formed in these ways:

❶ **If + verb (simple present tense) ... will + verb (base form)**

If he **is** upset, he will **cry**.
↓ ↓
(simple present tense) (base form)

Note: When 'if' is at the beginning of the sentence, we need to put a **comma** after the first part of the sentence.

❷ **... will + verb (base form) + if + verb (simple present tense)**

My mother will **read** me a story if she **has** the time.
↓ ↓
(base form) (simple present tense)

We use these conditional sentences to talk about **things that will possibly happen in the future**.

Read and Learn

1. If the teacher is late, she will inform the principal.
2. If Nilson is unhappy, he will talk to his mother.
3. The girl will be happy if she gets her favourite toy.
4. The audience will ask for an encore if the singer is good.

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(a) Join the sentences using 'if'.

1. I see the stray cat. I will feed it.

_____ if

_____.

2. My team members agree to help me. I will carry out the plan.

If _____

_____.

3. He asks me. I will help him.

If _____

_____.

4. You do not tell him the truth. He will be very angry.

_____ if

_____.

5. He buys her flowers. She will be pleased.

If _____

_____.

(b) Complete the conditional sentences below.

1. If she _____ your opinion, she _____ you for it.

2. If the service at the restaurant _____ bad, we _____ a complaint.

3. If George _____ to take up violin lessons, he _____ his parents.

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III. Quantifiers (3)

The quantifiers '**either**' and '**neither**' are used to talk about **two people or things or two groups**.

Either ladle is made of plastic.
(There are two ladles and both of them are made of plastic.)

Neither girl is keen to go for the cruise.
(There are two girls and both of them do not want to go for the cruise.)

Neither of the groups wants to host the party.
(There are two groups and both groups do not want to host the party.)

We use '**another**' with **singular countable nouns**. It refers to one more person or thing.

Do you have **another** idea?

We use '**other**' with **countable (singular and plural) and uncountable nouns**.

The children have **other** ways to solve the problem that the teacher posed to them.
Do you have any **other** luggage to check in?
Lucy prefers the **other** book.

We can use '**others**' to mean '**the rest**'.

Some of the students want a year-end party, **others** do not.

Read and Learn

1. Either of the answers is possible.
2. Neither girl wanted to talk about the accident they witnessed.
3. Tom does not know the answer. Let's ask another person for help.
4. I like this picture but I do not like the other picture.
5. Some of the students prefer to play the violin, while others prefer the piano.

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Fill in each blank with 'either', 'neither', 'another', 'other' or 'others'.

1. I do not like this restaurant. Could we eat at the _____ one?
2. If you have _____ suggestion, please let me know.
3. Some children like vegetables, while _____ do not.
4. _____ of the girls likes picnics. They prefer hiking.
5. _____ cake mix can be used to make a chocolate cake. Let's buy the cheaper one.
6. I ate one slice of apple pie. The _____ are in the refrigerator.
7. _____ teacher is friendly. The students are afraid to ask them questions.
8. Those who spend more than a hundred dollars can have _____ lucky draw coupon.

[B] Vocabulary

Fill in each blank with a suitable expression from the box. Use each expression once only.

I agree	do you think	I enjoyed	in my opinion
I think	yes, certainly	I don't agree	well, I don't think

May : I can't wait for the year-end class party. (1) _____ myself so much at last year's party. (2) _____ I'll have as much fun this year also.

Ben : Oh, (3) _____ with you. I didn't like last year's party at all! There was not enough food and I could not take part in any of the games.

Peter : Yes, (4) _____ with you. We did not have a good party last year. (5) _____ we should help to plan for the party this year? We can try to make it a better party.

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Ben : (6) _____. We can help to plan the games and make sure there is enough food.

May : (7) _____ I will help. I'll just turn up early to have a good time. (8) _____, the organizers last year did a good job.

[C] Comprehension

Read the passage carefully. Then answer the questions that follow.

Sam disliked his elder brother, Mark. Whenever Mark was around, Sam never got to do what he wanted. When Mark was in school, Sam could watch all his favourite cartoons. However, once Mark came home, he would watch all his favourite programmes. Sam could not watch any show that he liked. He tried asking his brother once, but Mark turned a deaf ear to everything Sam asked. He refused to let Sam touch the remote control.

Mark liked to rummage about in Sam's bedroom. He took whatever he wanted. When Sam complained to their mother, she told him he should share his toys with his brother. However, Sam did not dare to touch Mark's toys. Once, he played with Mark's toy aeroplanes. Mark flew into a rage and snatched the toys away. Sam was too frightened to say anything.

At the supermarket last Friday, only Mark was allowed to push the small trolley. Their mother said that it would be Sam's turn the next time. However, Sam knew that Mark would ask to push the trolley again the next time and their mother would forget whose turn it was. Mark asked for all his favourite cereal and snacks. They filled the trolley. Their mother did not let them buy anymore. However, Sam did get to eat his favourite ice-cream as a snack after the trip to the supermarket. Mark did not get anything as his favourite snack stall was closed.

Sam decided to teach Mark a lesson. He knew that Mark was terrified of small animals. Sam borrowed his neighbour's guinea pig and placed it in his drawer. He knew that Mark would take his handheld game once he returned home from school. Mark jumped when his hand touched the furry guinea pig. He ran out of Sam's room, screaming at the top of his voice. He was still trembling during dinner that night. After that day, things changed. At the supermarket, Sam manoeuvred the trolley through the aisles. Sam was glad that he could now say what he wanted to without getting into a quarrel with Mark.

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1. Which phrase tells you that Mark ignored Sam?

2. In paragraph 2, name three things that Mark did to Sam which were wrong.

   i. _____

   ii. _____

   iii. _____

3. Tick to show which of the boys were pleased with the events mentioned in the table. Use the information from paragraph 3.

	Mark	Sam
(a) Pushing the trolley in the supermarket		
(b) Buying cereal and snacks		
(a) Having a snack after the shopping trip		

4. Based on the passage, name two characteristics of the guinea pig.

   i. _____

   ii. _____

5. Give one example that shows Mark learnt his lesson.

   _____

   _____

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[D] Writing

Write a composition of at least 120 words about a frightening event.

The pictures provided are to help you think about this topic. The pictures are not arranged in sequence. You should use one or more of the pictures.

Consider the following points when you plan your composition:

- What was the frightening event?
- Why was the event a frightening one?
- How did the person or people feel about the event?
- What happened at the end of the event?

You may use the points in any order and include other relevant points as well.
(Write your composition on a separate piece of paper.)

beehive	relieved	just in time	windows
swarmed	buzzing	startled	pest controllers

Recap the use of 'if' in sentences.
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UNIT 10 The World of Science

[A] Grammar

I. Connectors of Reason

Connectors of reason tell us **why something happens**. Some examples are '**because**', '**as**', '**so**' and '**since**'.

Everyone was surprised **because** they did not expect the experiment to work.

We usually do not put 'because' and 'so' at the beginning of a sentence. They are placed in the middle of the sentence.

Read and Learn

1. Travelling overseas is convenient <u>because</u> of technological innovation.
2. The antibiotic is a useful discovery <u>as</u> it helps to cure many illnesses.
3. <u>As</u> electricity was invented, people no longer had to rely on kerosene lamps at night.
4. We use the microscope <u>so</u> we can see tiny organisms that we normally cannot.
5. The robot is a useful invention <u>since</u> it can be used to do chores.
6. <u>Since</u> scientists discovered the cure for many diseases, man has been able to live longer.

Join the sentences using the words given.

1. People are able to stand on the ground. There is a natural force called gravity.

_____ since

_____.

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2. There were improvements in technology. Many interesting gadgets were created.

As _____

_____.

3. Penicillin was invented. Some types of bacteria can now be destroyed.

_____ because

_____.

4. Plastic is useful. It has made it possible to have bicycle helmets and child safety seats.

_____ as

_____.

5. Meteorologists have been able to make accurate weather predictions. Many disasters have been prevented.

As _____

_____.

6. Ken put up solar panels in his house. He could heat up water without using electricity.

_____ so

_____.

7. I have mended the hole in the balloon with tape. The balloon will not burst.

Since _____

_____.

8. We learn about DNA. We can make new types of medicine.

_____ so

_____.

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II. Articles (2)

The **article 'the'** can be used for **countable (singular and plural) and uncountable nouns**.

The computer is found in many households today.
The bottles contain insect specimens.
The liquid is in **the** beaker.

If there is an adjective ending in '**-est**' before the noun, '**the**' is placed just before the adjective.

The red cup contains **the** hottest water.

'**The**' is used to talk about **something specific**. This could be when

- there is only one of that thing

The sun is shining brightly.
We had a stroll along **the** Singapore River this morning.

- the person we are talking to knows what we are talking about

Peter left **the** books in **the** classroom.

'**The**' is also used when the **same thing or person is mentioned for the second time**. The **first time** the person or thing is mentioned, we use '**a**' or '**an**'.

There is a scientist in a white jacket. **The** scientist is conducting an experiment.

We **do not** use '**the**' before plural nouns or uncountable nouns **in general**.

Active volcanoes may explode at any time.
All living things need **water** to survive.

Read and Learn

1. The battery is a very useful invention.
2. I gave Henry a science kit for his birthday. The kit contains many items for conducting experiments.
3. Scientists are at the North Pole studying the weather changes there.
4. The bubble solution that I made at home consisted of some water and soap.
5. The gas from the rotten fruit in the container is carbon dioxide.

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Fill in the blanks with 'the'. Put a dash '–' in the blank if there should not be 'the' in it.

1. Is technological innovation more advanced in _____ East or in _____ West?
2. _____ hybrid car is powered by batteries and _____ petrol.
3. Using _____ computers, a group of students has made a remote-controlled car that can travel on _____ rough grounds.
4. _____ video game that I am playing has better _____ graphics than _____ one my parents used to play with when they were young.
5. _____ Galileo Galilei invented _____ telescope which helped people to find out more about _____ universe.
6. Cover _____ plant with _____ cardboard box. Check to see what happens to it tomorrow.
7. Sam carries a special backpack. _____ backpack can generate _____ electricity which powers _____ mobile phone that he carries.
8. Scientists have discovered a glue from _____ sandcastle worm that could one day be used to glue bones in _____ human body.

[B] Vocabulary

I. Find a word from the box to replace the underlined words in the sentence and write its letter in the box provided.

(A) robot	(C) beaker	(E) expands	(G) crew
(B) leaked	(D) contract	(F) lightning	(H) invented

1. [ ] You must not be in an open field when you see <u>flashes of light</u> in the sky.
2. [ ] The <u>people on the space shuttle</u> entered the space shuttle a few minutes before it took off.

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3. ☐ The balloon <u>becomes bigger</u> when I blow it.

4. ☐ The bottle became empty quickly as the water <u>dripped out</u> from a hole at the bottom.

5. ☐ The scientist put a <u>round transparent glass container</u> on the table and poured liquid into it.

6. ☐ The students from the polytechnic <u>came up with</u> a wheelchair that allows a physically disabled person to stand up.

7. ☐ The <u>machine that can move on its own</u> can be used in operations.

8. ☐ Heat makes the glass bottle expand. When the bottle cools, it will <u>become smaller</u>.

II. Fill in each blank with a word that starts with the prefix given.

1. We can see through the material because it is trans_____.

2. After separating the food into six portions, each portion was further sub _____ into two portions.

3. With improvements in trans_____, it is easier for us to travel from one place to another.

4. The scientist had great fore_____. He studied microorganisms because he knew that they could be used to understand what caused illnesses.

5. Reporters will inter_____ the people who made the H1N1 vaccine.

6. Inter_____ flights are now efficient and quick. It is easy to travel all over the world.

7. When oxygen and hydrogen inter_____, water is formed.

8. With so much advancement in science, it is hard to fore_____ what we will be able to do in the future.

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[C] Comprehension

Read the passage carefully. Then answer the questions that follow.

"How pretty this is, Mother!" exclaimed Cheryl as she touched her mother's pink cheongsam. "What kind of cloth is this? It feels cold, smooth and soft."

Cheryl's mother was getting ready to attend a wedding dinner with her husband that evening. She was wearing a long tight outfit with flowers that Cheryl had not seen before. "This is silk, Cheryl. It is a very special kind of material. It is made by caterpillars called silkworms."

"Doesn't a caterpillar become a butterfly? How does it make silk?" asked Cheryl.

"It is a baby moth. It begins as an egg attached to a leaf by its mother. After hatching, the caterpillar will feed on the leaves. Later, it will spin a cocoon or silky case to wrap itself in. This case will hang onto the leaf. Once it is time, it will push itself out of the cocoon. It will then fly away as a moth. A silky thread can be made from a few cocoons. These threads will then be woven into silk."

Her mother continued, "With the use of dye, we can have many different types of clothes made from silk. When dad comes back, you will see him wear a dark blue silk shirt."

"That is so interesting. The caterpillar may be small, but it can provide so much for us," Cheryl noted.

1. What does 'this' (line 1) refer to? Tick the correct answer.

- ☐ The dress
- ☐ The silkworm
- ☐ The caterpillar
- ☐ The cocoon

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2. Using the information in paragraph 1, describe what clothes made of silk are like.

_____

_____

_____

3. Using paragraph 4, arrange the events in order. Write 1, 2, 3 and 4 for the events.

☐ The cocoons are collected.

☐ The caterpillar wraps itself in a cocoon.

☐ The caterpillar flies away as a moth.

☐ Threads are made into silk.

4. What surprised Cheryl about how silk was made?

_____

_____

5. What do the cheongsam and the shirt tell you about silk outfits?

i. _____

ii. _____

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[D] Writing

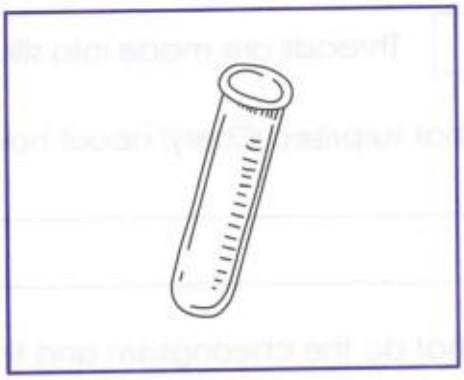
Write a composition of at least 120 words about an experiment.

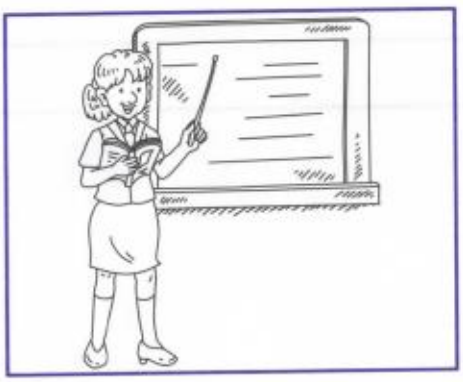
The pictures provided are to help you think about this topic. The pictures are not arranged in sequence. You should use one or more of the pictures.

Consider the following points when you plan your composition:

- What was the experiment?
- How did the person or people feel about the experiment?
- What happened during the preparation of the experiment?
- What happened at the end of the experiment?

You may use the points in any order and include other relevant points as well.
(Write your composition on a separate piece of paper.)





uncertain	test tubes	measured
obeyed the rules	careful	teamwork
researched	discovered	breakable

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UNIT 11 The World of Sports

[A] Grammar

I. Participles

Participles are forms of a verb.
The **present participle** refers to **verb + ing**.

playing shooting fighting rowing

For some verbs, we have to double the last letter or take away the last letter before we add '-ing'.

running swimming diving scoring

The **present participle** can be used

- in the present or past continuous tense

We are **taking** part in the race.
Christina was **swimming** in the pool this morning.

- as an adjective

The spectators were at the edge of their seats during the **exciting** match.

The **past participle** refers to verb forms like 'broken', 'eaten', 'gone', 'played' and 'scored'.

The **past participle** can be used

- in the present or past perfect tense

The organizers have **banned** one of the athletes from taking part in the Olympics.
One of the athletes had **hurt** his leg before the competition.

- as an adjective

Martha was **excited** about the upcoming Olympics.

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Read and Learn

1. The gymnast is swinging around the metal bar.
2. The race was the most interesting one I had ever watched.
3. They have chosen the youngest cyclist in the team to represent their country at the Olympics.
4. The tired runners trudged slowly to their tents.

Fill in each blank with the correct form of the verb in the brackets.

1. Michael Phelps was only able to practise kicking in the pool as he had _____ (injure) his wrist.
2. The swimmers were _____ (warm) up for their next event.
3. Guo Jingjing had _____ (win) four medals in the 2008 Olympics.
4. The athletes who are taking part in the Olympics have _____ (give) their names to the organizing committee.
5. The Youth Olympic Games is _____ (take) place in 2014.
6. The results of the gymnastics competition were _____ (disappoint).
7. The _____ (remain) athletes in the swimming competition will compete at the finals tomorrow.
8. Singapore athletes had _____ (prove) to many that Singapore was able to produce top athletes.

II. 'Each Other' and 'One Another'

'**Each other**' and '**one another**' are **reciprocal pronouns**. They are used to say that **people in a group are doing the same thing to the other people in the same group**.

The Chinese diver gave the American diver souvenirs. The American diver gave the Chinese diver souvenirs.
⇒ The Chinese and American divers gave each other souvenirs.

'**Each other**' is used when we **talk about two people**.
'**One another**' is used when we **talk about more than two people**.

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Read and Learn

1. The two divers shook <u>each other</u>'s hands after the competition.
2. All the participants smiled and nodded at <u>one another</u> before the race started.
3. The coach and the diver spoke quietly to <u>each other</u> before the diving competition started.

Fill in each blank with 'each other' or 'one another'.

1. Do the athletes from the different countries in the Olympics get along well with _____?
2. Due to a mix-up, the top two winners of the competition had taken _____'s medals by mistake.
3. The top two divers from China are competing against _____ in the finals of the diving competition.
4. A few cyclists crashed into _____ during the race.
5. In a relay, the four team members must be very supportive of _____ and should not put the blame on anyone if they lose the race.
6. Michael Phelps and Brendan Hansen patted _____ on the back after the swimming competition.
7. The five athletes in the team train together, but they cannot borrow _____'s goggles because the goggles might not fit them.
8. The two opponents in the fencing competition had competed with _____ in an earlier game.

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[B] Vocabulary

I. We often add the suffix '-ness' to the end of adjectives to form nouns.

weak → weak**ness** forgetful → forgetful**ness**

Fill in each blank with the correct form of the word in the brackets.

1. There was _____ (happy) on the supporters' faces when their favourite team won the competition.
2. Everyone sniggered at the _____ (awkward) of the lanky athlete when he had to bend very low to receive his prize from the judge.
3. There must be _____ (fair) in the competition so that every athlete will have a chance to succeed.
4. _____ (lonely) is often not a problem faced by athletes as they are too busy preparing for their competitions.
5. The swimmer was filled with a sense of _____ (helpless) when he realized that he was the last to finish the race.
6. There was _____ (bitter) among those who did not agree with the results of the gymnastics competition.
7. Despite the approaching _____ (dark), the match continued.
8. There was _____ (sad) in everyone's eyes when their team failed to win a medal.

II. We often add the suffix '-ly' to the end of adjectives to form adverbs.

nice → nice**ly**
slight → slight**ly**
dead → dead**ly**

We can also add the suffix '-ly' to the end of nouns to form adjectives.

month → month**ly**
cost → cost**ly**
ghost → ghost**ly**

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Fill in each blank with the correct form of the word in the brackets.

1. I did not expect my favourite swimmer to perform so _____ (bad) in the Olympics.
2. The different events proceeded in an _____ (order) manner.
3. The competitors waited _____ (quiet) for their names to be called.
4. She stamped her feet _____ (furious) when she did not score the highest mark in the diving competition.
5. The cyclist turned the corner _____ (cautious) so that he would not slip and fall.
6. They were _____ (friend) towards each other although they were opponents.
7. The spectators jumped up _____ (sudden) and cheered _____ (loud) when the first runner reached the finishing line.
8. The diver entered the water _____ (smooth). There was _____ (hard) any splash.

[C] Comprehension

Read the passage carefully. Then answer the questions that follow.

Cheryl was part of a five-member team that was going to climb Mount Everest. The team had been training hard for about a year. Almost every other day they would hike up steep slopes to get used to the difficult terrain they would face when they climbed Mount Everest. They also had a rigorous exercise regime with daily visits to the gym. It was exhausting but Cheryl and her teammates persisted.

There were many times when they felt like giving up but if they succeeded, they would make history. They would be the youngest team to climb Mount Everest. They were determined to continue.

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However, there was little they could do to prepare for the weather conditions. They had read about the terrain of Mount Everest and the type of weather conditions throughout the year. Their knowledge, however, was theoretical. They could only ensure that their gear was adequate even in adverse weather conditions.

On the day of the climb, the media was present. The climbers were off to a good start but halfway through, Cheryl began to suffer from altitude sickness. She felt giddy and nauseous. It was almost impossible for her to continue but she did not want to let her teammates down. They had earlier agreed to abandon the climb if any of them could not make it. Cheryl did not want to be the one to spoil everyone's dream.

Cheryl continued but her confidence and enthusiasm were gone. Her condition became apparent to the others. She looked pale and her movements were shaky. She was unlike her usual self because she had to stop many times to rest and catch her breath. The Cheryl everyone knew did not rest. In fact, she was the one who was always encouraging everyone along.

The rest of the team decided to abandon the climb. Cheryl was reluctant to do so. She urged them to continue the climb while she waited for help. However, the rest of them had no qualms about turning back. They had done quite well for amateur climbers. Making it halfway up was already a feat that not many first-timers would have been able to do.

1. Which word in paragraph 1 is similar in meaning to 'endured'?

2. Give one reason for and one reason against that Cheryl had for continuing with the training for the trip.

   For: _____

   _____

   Against: _____

   _____

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3. Tick the correct columns to show what Cheryl and her team needed to do to prepare for the climb. Use the information in paragraphs 1 and 3.

	Climbing steep slopes	Carrying the right gear	Reading up about Mount Everest	Having an exercise schedule
(a) Steep terrain				
(b) Adverse weather condition				

4. Read the statements below. Write 'F' to show that the statement is a fact. Write 'O' to show that the statement is an opinion.

☐ Cheryl felt giddy and nauseous.

☐ Cheryl's team did not climb to the peak of Mount Everest.

☐ Cheryl's teammates were kind and considerate.

5. Do you think that Cheryl's teammates should have continued the climb? Support your answer with information from the passage.

_____

_____

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[D] Writing

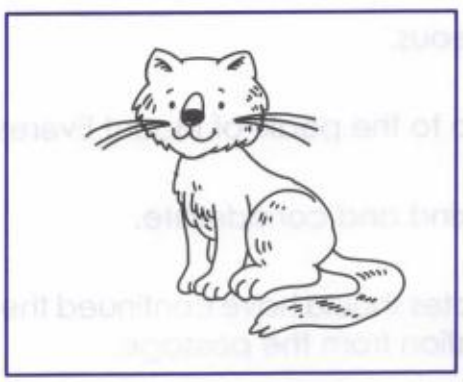
Write a composition of at least 120 words about *an unusual event during a team activity*.

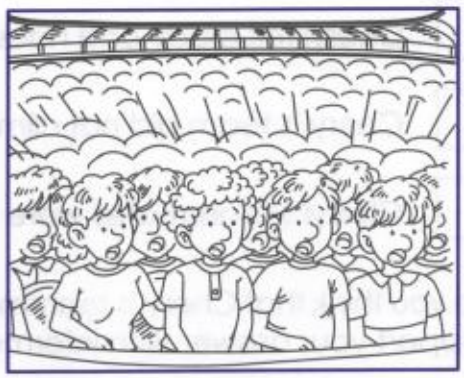
The pictures provided are to help you think about this topic. The pictures are not arranged in sequence. You should use one or more of the pictures.

Consider the following points when you plan your composition:

- What was the team activity?
- What unusual event happened during the team activity?
- How did it affect the team activity?
- How did the people involved in the team activity feel?

You may use the points in any order and include other relevant points as well.
(Write your composition on a separate piece of paper.)





dashed	field	stands	atmosphere
in a frenzy	spectators	confusion	stopped abruptly

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GLOSSARY

Unit 1

accomplice : someone who helps someone else do something wrong
pedlar : someone who goes from place to place selling things
provoke : make angry

Unit 2

euphoria : the state of feeling extremely happy
figurine : small model of a person or animal
flabbergasted : extremely surprised
obnoxious : offensive or rude
ostentatious : an ostentatious person likes to show others how rich he is

Unit 3

boulder : a large piece of rock
palaeontologist : a person who studies fossils

Unit 4

octogenarian : a person who is between eighty and eighty-nine years old

Unit 5

atypical : unusual
perseverance : determination

Unit 6

bazaar : a market where many people sell different things
gritty : courageous

Unit 7

cursory : very quick, hasty
geriatric : referring to medical care of those of old age
perk : become more active
persona : personality
prance : move in a lively manner

Unit 8

commendable : worthy of praise
dependable : reliable and worthy of trust
(fall) overboard : (fall) over the side of a ship (and into the sea)

Unit 9

implement : take action

Unit 10

innovation : invention
vaccine : a substance that contains a weak form of either a virus or bacteria that can be taken or injected to protect people from that particular disease

Unit 11

awkward : to lack gracefulness in movement
theoretical : theoretical knowledge is knowledge that is obtained from books and not through experience

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NOTES

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Answers to

LEARNING ENGLISH

4

Workbook

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UNIT 1

[A] I. (a)

	direct object	indirect object
1.	logs	man
2.	fish	baby penguin
3.	meat	leopard
4.	snacks	seals
5.	bamboo shoots	panda

(b) *(Suggested answers)*
1. a heavy load for the men
2. a fruit for its baby
3. the hippopotamus an injection

II.
1. flies
2. enjoys
3. cluck
4. croak
5. lives
6. flies
7. roam
8. plough

[B] I.
1. dangerous
2. powerful
3. harmless
4. careless
5. selfless
6. motionless
7. useful
8. mischievous

II.
1. seal
2. turtle
3. monkey
4. bug
5. duck
6. crow
7. hawk
8. bat

[C]
1. (2)
2. (2)
3. (4)
4. (4)
5. (1)

[D] *(suggested answer)*

Jack could hardly keep still in his seat as the jeep rumbled over the bumpy terrain. He was at the safari with his parents. A local guide was driving the jeep. It was exciting to see first-hand the many wild animals in their natural habitat. The guide slowed down and stopped the jeep in the middle of the safari. He pointed to his right where two lions were. "Oh! There they are!" Jack exclaimed. The lion was his favourite animal. Grabbing his camera, Jack reached for the door and pushed it open hurriedly. Before anyone could stop him, he was already racing towards the animals.

"Jack! Come back!" his father yelled, scrambling out of the car and running after him. He grabbed Jack's arm firmly and pulled him back. Jack protested, kicking his legs and shouting to be set free. Ignoring his pleas, Jack's father pushed him back into the jeep and hastily got in after him. Then, he slammed the door shut. The commotion had alerted the animals and they stood on all fours staring at the visitors. A deep growl emanated from their throats.

"What did you think you were doing?" Jack's father yelled breathlessly at him. "We told you that you could not get out of the jeep but you disobeyed us. We are going directly back to the hotel now!"

Jack sat sullenly in the car, not looking anyone in the eye. He knew that what he had done was wrong and extremely dangerous but he wished he had managed to get a few pictures of the lions. Now it was too late. The grassland was deserted.

UNIT 2

[A] I. (a)
1. but
2. and
3. so
4. or
5. yet

(b)
1. Fred took up swimming lessons for he wanted to be a national swimmer.
2. Sam likes to read but Peter likes to play computer games. / Peter likes to play computer games but Sam likes to read.
3. Lydia wanted to go to Japan so she saved most of her pocket money.

II. (a)
1. every Sunday afternoon → f
2. yesterday morning → t
3. in order to exercise → r
4. from two to four in the afternoon → d

(b) *(Suggested answers)*
1. tomorrow afternoon
2. for an hour
3. every Saturday evening
4. in order to earn a living

[B] I.
1. (1)
2. (2)
3. (1)
4. (4)
5. (2)
6. (2)
7. (1)
8. (3)
9. (1)
10. (4)

II.
1. beaming
2. pride
3. disappointed
4. impatiently
5. blurt
6. crestfallen
7. obvious
8. misplaced
9. dampened
10. euphoria

[C]
1. (a) He went to his room and asked his helper for a hot drink like he usually did.
   (b) His face was filled with scratches and there were bruises on his arms and legs.
2. The bully usually said nasty things to Aaron but he did not hit Aaron.
3. petrified
4. (a) Anne's voice was soft but the bully had a booming voice.
   (b) The bully was taller than Anne.
5. 4, 2, 5, 3, 1

[D] *(suggested answer)*

Jordan enjoyed being the class monitor. He helped to keep order in the class. His classmates also liked and trusted him. Every recess, he would go to the class to check that there was no litter on the floor. He made sure that the class was neat when everyone came back from recess.

One day during recess, a commotion came from Jordan's class. Fred, one of the rowdiest boys in the class was hollering at Jordan for stealing his wallet. He had returned to class to look for his wallet but it was not in his bag. Seeing Jordan in the class, he immediately accused him of stealing his wallet. Jordan denied taking his wallet and offered to help Fred look for it but Fred threw a tantrum and began kicking the tables and chairs about.

Just then, their teacher returned to class with the rest of the students. She was stunned to find out what had happened. She ordered everyone back to their seats and checked

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everyone's bag and desk. Eventually, she found Fred's wallet under his own desk! She was furious! She ordered him to apologize to Jordan for wrongly accusing him of taking his wallet.

That day, their teacher spent the English lesson reminding all the students about how it was wrong to accuse others of something when they had no proof. Everyone listened in silence.

UNIT 3

[A] I.
1. when
2. while
3. As
4. since
5. before
6. When
7. When
8. before

II. (a)
1. The Stegosaurus had spikes on its tail, still it could not defend itself against the Allosaurus.
2. The dinosaurs at the exhibition were not real, yet Tim was frightened.
3. We did not live during the Jurassic Period. However, we know a lot about dinosaurs.

(b)
1. yet
2. However
3. However
4. yet
5. However

III.
1. Each/Every
2. all
3. All
4. All
5. all
6. Each/Every
7. all
8. All

[B] I.
1. (2)
2. (3)
3. (4)
4. (2)
5. (3)
6. (2)
7. (1)
8. (3)
9. (4)
10. (1)

II.
1. disliked
2. dedicated
3. combed
4. across
5. surrounding
6. wasted
7. entire
8. gruelling
9. researching
10. pinned

III.
1. palaeontologist
2. assistant
3. researcher
4. curator
5. engineer
6. attendant
7. agent
8. translator

[C]
1. hindered, obstructing
2. They were exhausted.
3. It was impossible for them to dig at the place they wanted to as it was flooded.
4. intently
5. (a) Archaeologists spent more than thirty years searching for the ancient city.
   (b) The archaeologists started digging on the fourth day.
   (c) The first sign of the city was the discovery of the roof of a house.
   (d) The archaeologists dug slowly because they were afraid to damage the structures.
   (e) More people were sent to help the archaeologists uncover the city.

[D] *(suggested answer)*

"What type of dinosaurs do you think we will see?" Ben asked his mother for the hundredth time that morning. She ruffled his hair affectionately and told him that he would soon find out. After Ben's father bought the entrance tickets for the family to Dinosaur World at the Science Centre, everyone hurried inside.

A rush of cool air greeted them as they stepped into the semi darkness of Dinosaur World. Strange howls reverberated around the large hall, causing, Amanda, Ben's sister, to cling to their mother. He giggled and grabbed his father's hand as they made their way inside. There were exhibits on either side with every different type of dinosaur that Ben had read about. It was like travelling through pre-historic time. The main exhibit was very impressive. Ben's favourite, T-rex, was in the middle of the exhibit. He posed for a picture next to it. He also saw the stegosaurus with the plates and spines on its back. It was not as big as some of the other dinosaurs but it looked just as threatening. Through the use of animatronics, some of the dinosaurs could move their heads. Ben spotted a station where blocks of sand were provided to dig for fossils. Ben and Amanda decided to try their hand at it. It was fun! After chipping away, Ben found something that looked like a small bone. Before long, Amanda found one too. They were glad that they could take the bones home.

Ben had such an interesting time at Dinosaur World that he was reluctant to leave. However, Amanda felt that it was scary because the place was too dark. They were both delighted when their parents took them for a meal at the fast food restaurant outside the Science Centre. Ben could not wait to read up more about some of the dinosaurs that he had seen at the exhibition.

UNIT 4

[A] I.
1. his
2. their
3. her
4. Smith's
5. River
6. his
7. Frederick's
8. people's
9. Fishermen's
10. Your

II.
1. cleared up
2. dressed up
3. backed ... out of
4. carried on
5. swept up
6. threw out
7. put together
8. put off

[B] I.
1. semicircle
2. unicycle
3. unicorn
4. octopus
5. multiracial
6. octogenarian
7. bicycle
8. quadruplets

II.
1. groaned
2. yelled
3. muttered
4. whispered
5. exclaimed
6. mumbled
7. stammered
8. begged

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[C] 1. bursting
2. Concentrating deeply on the game and having a little bit of luck are the two ways a person can win a game.
3. ×, ×, ✓, ✓
4. sight, hearing
5. Like the canteen during recess

[D] *(suggested answer)*

It was a school holiday and Carrie could not wait to get started on the new fantasy storybook that she had borrowed from the library. Carrie loved fantasy stories and she read as many books as she could. After lunch, Carrie settled down comfortably with the book.

After reading the first few pages, Carrie thought that the story would be dull for there were familiar characters such as a bear and a dragon as well as a young girl. However, as the story unfolded, she was intrigued and found it more interesting than the other fantasy stories that she had read. Her heart was in her mouth as she read about a ferocious bear that left its cave after being in hibernation for years. Her face broke out into a smile and a warm feeling washed over her as she read about how the bear saved a young girl from falling off a cliff. A frightening fire-breathing dragon appeared from out of the sky, heading straight for the girl. Again, it was the bear that saved her. Both of them soon became friends and the bear learnt to speak so that the girl would be able to understand it.

The twists and turns in the story left Carrie feeling breathless. She imagined that she was the young girl in the story. She would be delighted to be friends with a bear as well.

Carrie was so engrossed in the story that she did not realize that it was teatime until her mother called her from the kitchen. She had been reading non-stop for three hours. She rubbed her tired eyes and hurried to the kitchen to eat some pie and biscuits. She would continue reading the story again after teatime.

UNIT 5

[A] I. 1. in the water
2. to the bottom of the glass
3. in the container
4. in a gradual manner
5. in a clear voice
6. with great speed
7. with soap and water
8. to the other end of the pole

II. 1. a little
2. a few
3. less
4. fewer
5. a lot of
6. a lot of
7. a little
8. less

[B] I. 1. (2)
2. (2)
3. (1)
4. (3)
5. (1)
6. (4)
7. (4)
8. (1)
9. (1)
10. (3)

II. 1. observation
2. classification
3. prediction
4. conversion
5. separation
6. conclusion
7. discussion
8. contraction, expansion

[C] 1. (a) People saved travelling time. / People travelled at a much faster pace.
(b) People were able to cross borders that separated countries.
2. Machines were next in line.
3. difficult
4. (a) People can stay far from the city and still be able to travel to the city on time.
(b) People can travel to countries that are separated by mountains or the wide open sea.
5. (a) An aeroplane was considered a fairytale in the past.
(b) Wilbur and Orville Wright's aeroplane did not fly for more than a few seconds.
(c) Wilbur and Orville Wright's aeroplanes crashed a few times.
(d) The aeroplane is part and parcel of everyone's life today.

[D] *(suggested answer)*

Ann and Jack left their house after breakfast last Saturday. It was a clear day and there was a slight breeze blowing. It was the perfect weather to explore the park behind their house.

Bushes that were dotted with small colourful flowers lined the park. Birds chirped ceaselessly as they flitted from tree to tree above them. Just then, the children stumbled upon a dilapidated house in the middle of the forest. A path led to the house. The children decided to explore. They wondered if they would be able to find a treasure chest in the house! Just before they reached the house they heard the whooshing sound of soil being tossed aside. Then, they heard a voice. "I've got it now!" The children slowed down and hid cautiously behind a bush. A man in a grimy white coat had just dug out a brown box from the ground. Holding the box firmly in his hands, he entered the house.

The children crept as quietly as they could towards the house. Standing on tiptoes, they peered in through the window. The box lay open on the floor and the man had a beaker with blue liquid in his hands. With a smirk on his face, he held the beaker close to his face and observed the liquid for a while before reaching over for another beaker that contained a transparent liquid. He mixed some of the blue liquid into the second beaker. Immediately, the liquid started bubbling. The man placed the liquid on the table and rubbed his hands in glee. "Just one drop is fatal," he whispered to himself.

The children's curiosity turned to horror as they realized that the man might be secretly creating a biological weapon to be used on the innocent people in the whole town. They crept away from the house. When they were far enough, they sprinted back home to tell their parents what they had discovered.

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UNIT 6

[A] I. 1. should
2. ought not to
3. must
4. must not
5. should
6. should not
7. should
8. ought not to

II. (a) 1. aren't there
2. can't you
3. was it
4. didn't they

(b) 1. are
2. wants
3. will
4. ate

III. 1. in the white T-shirt
2. with red and gold trimmings
3. made of paper
4. in colourful costumes
5. on Palm Beach
6. in the north of Singapore
7. on the Grand Canal in Venice
8. with the gold-plated pagoda

[B] I. 1. F
2. G
3. H
4. A
5. B
6. E
7. C
8. D

II. 1. uncomfortable
2. unbelievable
3. discouraged
4. impolite
5. indecisive
6. irresponsible
7. illiterate
8. inconvenient

[C] 1. (1)
2. (4)
3. (3)
4. (3)
5. (3)
6. (2)
7. (4)
8. (1)

[D] *(suggested answer)*

Kelly and Tom were at a beach resort with their family. Their parents had booked a villa by the beach and they were going to spend several days there. They sat on the sandy beach as the waves lapped gently onto their feet.

Tom decided to build a sandcastle. Kelly was contented just relaxing on the sand as she smelt the briny air blowing against her. "Would you like to go on the slide in the pool next to our villa?" their father asked them. The children brightened up. They had seen the slide earlier. It was much longer than the ones at the swimming pools at home. They could not wait to try it.

After lunch, Kelly and Tom changed into their swimsuits and made their way to the pool. The pool was crowded and an endless stream of people were going down the slide. However, Kelly and Tom were undaunted by the crowd. They queued up for their turn to go down the slide. "Whee!" they shouted as their bodies followed the twists and turns of the slide. At that moment, someone behind hit Kelly's head hard. Before she could say anything, a young boy collided into her and almost tumbled over her. Kelly grabbed his arm to stop him from somersaulting over her. However, his legs were tangled up with hers. It was an uncomfortable ride down the rest of the slide.

When they reached the bottom of the slide, both of them tumbled into the water. Kelly scraped her knee at the bottom of the shallow pool. Several people giggled when they saw the two of them tumbling out clumsily. The boy apologized to Kelly for colliding into her. "It was unintentional," he mumbled sheepishly. Kelly smiled and told him that it was all right.

Tom rushed over to help Kelly out of the pool. They decided to return to the pool when it was less crowded. They would spend their time at the beach for now.

UNIT 7

[A] I. *(Suggested answers)*
1. large, colourful, furry
2. small, dark
3. tight, green, silk
4. funny, Japanese
5. catchy, English
6. huge, colourful, furry
7. old, black and white
8. clumsy, fat, female; small, circular

II. 1. a, the
2. a
3. –
4. A, a
5. the
6. a, –
7. –, an
8. the, The, the

[B] I. 1. (2)
2. (2)
3. (3)
4. (1)
5. (2)
6. (4)
7. (3)
8. (4)
9. (1)
10. (3)

II. 1. boost
2. opportunity
3. accomplish
4. lighten
5. giggled
6. rolling
7. mime
8. amusing
9. attitude
10. optimistic

III. 1. (a) jet (b) jets
2. (a) palm (b) palm
3. (a) charged (b) charges
4. (a) heads (b) head

IV. 1. slip through his fingers
2. bag of bones
3. out of step
4. throw some light

[C] 1. remedy
2. i. It costs nothing.
ii. It helps a person to get better much faster.
iii. It does not taste bad.
3. The elderly stay in the geriatric ward.
4. (a) Doctors' opinions – The patients were losing hope as they were old.
Patients' opinions – They were too old to recover from their illnesses.
(b) Doctors' opinions – The illnesses were psychological.
Patients' opinions – The illnesses were terminal.
5. The patients were smiling. / The patients were bent over with laughter. / Tears rolled down their cheeks. (*Any one*)

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[D] *(suggested answer)*

Dr Andrews smiled at the glum looking girl in front of him. He pressed his stethoscope gently onto her chest. Then, he shone a light into her eyes. Dr Andrews was on his usual rounds in the paediatric ward.

Dr Andrews finished examining all the patients and turned to smile at everyone before he left. However, everyone looked at him with downcast eyes. "Something has to be done about this," he said to the nurse who was helping him. "I'm sure they will feel much better if they are happier. None of the toys that we have given them seem to be working." As he walked away, a thought struck him. He had a plan.

Next morning, the patients were expecting to see Dr Andrews after lunch. To their surprise, when the door to the ward opened, a clown bounced in. Dressed in a flamboyant bright red and yellow costume with a huge round red nose, the clown ran right to the centre of the ward. "Hello, boys and girls! How are all of you feeling today? Would you like to watch me do some tricks?" Immediately, there was a round of applause and calls of 'yeah' echoed throughout the ward. The clown waved a red cloth in the air. Magically, a bouquet of flowers appeared. The children were thrilled to bits. Everyone perked up. They sat up in their beds. Some were even jumping about excitedly. Then, the clown took several coloured balls from his pocket and started juggling. He tossed them high into the air, spun around and caught them before juggling them again.He looked so comical that the children were in stitches.

The children wondered why Dr Andrews did not examine them that day. They did not realize that he had disguised himself as the clown. Dr Andrews knew that they were feeling all right from the bright smiles he had seen on everyone's faces that morning.

UNIT 8

[A] 1. Huckleberry said that he was going to get help.
2. Jim told Huckleberry that a house was floating down the river.
3. Jim says that the raft floats down the river.
4. The prophet warned the men that they had to be careful with the harpoon line.
5. Ishmael said that none of those men had seen Moby-Dick.
6. Ahab said that whales live in the sea.
7. Ahab told the captains that they had to tell him where Moby-Dick had been spotted.
8. Duke and King said that they would trick the people the next day.

[B] I. 1. bullets aimed at the helpless whales
2. a snake in the grass
3. a feather floating in the air
4. a float for the drowning man
5. an exploding bomb in a silent night
6. an iceberg in the middle of the ocean
7. dominoes on the ground
8. a mother hen

II. 1. responsible
2. incredible
3. uncomfortable
4. dependable
5. edible
6. visible
7. commendable
8. inhospitable

[C] 1. The story has been around for a long time.
2. (a) What Huckleberry did – He smashed the door with an axe.
What Huckleberry's father would think – Robbers had smashed the cabin door to enter the cabin.
(b) What Huckleberry did – He killed an animal and smeared its blood on the cabin floor.
What Huckleberry's father would think – The blood on the floor belonged to Huckleberry and he had been killed.
3. Yes, they were. They hid along the shore in the day when they would be easily seen and only sailed along the river at night when they would not be easily spotted.
4. deceit
5. (a) Tom Sawyer and Huckleberry Finn rescued Jim and set him free.
(b) Huckleberry lived on his own.
(c) Huckleberry and Jim wanted to travel to Cairo.
(d) Jim lived as a slave with his owner before he was free.

[D] *(suggested answer)*

"What a great idea!" John exclaimed. John and his classmates, Bryan, George and Dan, had been discussing what they would do next Saturday. The decision was unanimous. Everyone wanted to take Bryan's boat out to sea.

When Saturday arrived, Bryan cautioned everyone about the weather report. He said that a thunderstorm was expected but his friends were reluctant to change their plans. John claimed that weather reports were seldom accurate. The rest of the boys managed to persuade Bryan to stick to the plan, so just after breakfast, the four boys met at the river.

The ride was enjoyable at first. The sun shone brightly between the clouds. The waves lapped gently against the sides of the boat. The gentle rocking motion of the boat together with the gentle breeze was very relaxing and George and Dan were soon nodding off. However, suddenly, dark clouds covered the sky. There was a flash of lightning and thunder boomed. "Shall we head back?" George asked as he stared worriedly at the darkening sky. Before anyone could answer him, there was a loud boom and it started pouring. Huge waves splashed against the boat. The boys gripped the sides of the boat as it rocked about violently. One exceptionally large wave filled half the boat with water. The boat almost capsized. The boys were petrified. "Come on!" yelled Bryan above the noise from the rain. "Let's get this boat back to shore!" The boys mustered up their courage and together, they paddled as quickly as they could back to the shore.

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By the time they reached the shore, they were exhausted. Trembling and drenched, they dragged the boat out of the river and tied it to a tree. They regretted ignoring the weather report.

UNIT 9

[A] I. (a) 1. They 3. its
2. it 4. They
(b) 1. is 3. tell
2. make 4. cheer

II. (a) 1. I will feed the stray cat if I see it.
2. If my team members agree to help me, I will carry out the plan.
3. If he asks me, I will help him.
4. He will be very angry if you do not tell him the truth.
5. If he buys her flowers, she will be pleased.

(b) (*Suggested answers*)
1. wants, will ask
2. is, will make
3. decides, will tell

III. 1. other 5. Either
2. another 6. others
3. others 7. Neither
4. Neither 8. another

[B] 1. I enjoyed 5. Do you think
2. I think 6. Yes, certainly
3. I don't agree 7. Well, I don't think
4. I agree 8. In my opinion

[C] 1. turned a deaf ear
2. i. He rummaged about in Sam's bedroom.
ii. He took whatever he wanted from Sam.
iii. He did not share his toys with Sam.
3. (a) Mark
(b) Mark
(c) Sam
4. i. It is furry.
ii. It is small.
5. Sam could say what he wanted to without quarrelling with Mark. / Mark let Sam manoeuvre the trolley in the supermarket. (*Any one*)

[D] (*suggested answer*)
Mrs Colby opened the windows to get some fresh air. She settled down on the armchair with her book. Just then, out of the corner of her eye, she saw something fly in through her window. She thought that it was a housefly but she decided to investigate.
As she neared the window, she heard a distinct buzzing sound. She was so startled that she dropped her book. Two bees were hovering around her. Mrs Colby backed away immediately. Luckily the bees flew out of the window. Leaning out of the window, Mrs Colby noticed a beehive on a tree just outside her house. Bees were swarming around it. "Joe!" she called out to her husband who was in the room. Hearing the fear in her voice, he ran out immediately. When he saw the beehive on the tree, he called the pest controllers for help. He also told Mrs Colby to close all the windows so that none of the bees would fly in. It would be painful and dangerous to be stung by a bee.
Fortunately, the pest controllers arrived less than an hour later. Two men who were covered from head to toe in protective gear sprayed insecticide at the beehive. They did this several times until they were certain that all the bees had died. Mrs Colby watched with bated breath as the men gently removed the beehive from the tree.
She heaved a sigh of relief when she saw the men take the beehive away. She was finally able to open her window again. The smell of insecticide permeated the air, reminding her of what had just happened.

UNIT 10

[A] I. 1. People are able to stand on the ground since there is a natural force called gravity.
2. As there were improvements in technology, many interesting gadgets were created.
3. Some types of bacteria can now be destroyed because penicillin was invented.
4. Plastic is useful as it has made it possible to have bicycle helmets and child safety seats.
5. As meteorologists have been able to make accurate weather predictions, many disasters have been prevented.
6. Ken put up solar panels in his house so he could heat up water without using electricity.
7. Since I have mended the hole in the balloon with tape, it will not burst.
8. We learn about DNA so we can make new types of medicine.

II. 1. the, the 5. –, the, the
2. The, – 6. the, the
3. –, – 7. The, –,the
4. The, –, the 8. the, the

[B] I. 1. F 5. C
2. G 6. H
3. E 7. A
4. B 8. D

II. 1. transparent 5. interview
2. subdivided 6. International
3. transport 7. interact
4. foresight 8. foretell

[C] 1. The dress
2. The clothes will be cold, smooth and soft.
3. 3, 1, 2, 4
4. Cheryl was surprised that the caterpillar which was so small could make silk.
5. i. Silk outfits are of different colours.
ii. Silk outfits can be made into different types of clothes.

[D] (*suggested answer*)
Everyone in the class listened attentively as Miss Williams told them about the coming Science Fair. She placed the students in groups of six. Each group had to conduct an experiment and present their conclusions at the Science Fair. She also reminded them about the importance of teamwork. There was an excited buzz in the classroom as everyone discussed the possible experiments they could conduct.

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Zoe and her friends could not wait to get started. On Saturday, they met at Zoe's house to discuss what they would do. Francis had surfed the Internet to look for interesting experiments. One of them caught his eye and he described it to everyone. Using food colouring, water and ethyl alcohol, it was possible to create a rainbow in a test tube. If the colours were arranged wrongly, they would mix and the rainbow would not be formed. Zoe clapped her hands in delight. It sounded like an interesting experiment. Zoe and Francis were supposed to buy the food colouring. Everyone in the group had a role to play.

Several days later, the students had gathered everything they needed for the experiment. The test tubes were breakable so the students were very careful. However Joe, another of the group members, accidentally dropped one of the test tubes when he was dropping some food colouring into it. He apologized to his friends and hurriedly picked up the pieces. Promising to be careful, he took a new test tube to begin the experiment again.

The students spent the whole day conducting their experiment. According to the rules their teacher had told them, they were supposed to record every step of the experiment. It took many tries before the group found the correct order of the colours. They were delighted. Zoe immediately took a picture of the rainbow in the test tube. The experiment was a success!

Everyone could not wait for the Science Fair. They would show all the guests and the teachers their experiment and explain how it was conducted.

UNIT 11

[A] I.
1. injured
2. warming
3. won
4. given
5. taking
6. disappointing
7. remaining
8. proved

II.
1. one another
2. each other
3. each other
4. one another
5. one another
6. each other
7. one another
8. each other

[B] I.
1. happiness
2. awkwardness
3. fairness
4. Loneliness
5. helplessness
6. bitterness
7. darkness
8. sadness

II.
1. badly
2. orderly
3. quietly
4. furiously
5. cautiously
6. friendly
7. suddenly, loudly
8. smoothly, hardly

[C]
1. persisted
2. For: Cheryl and her team would be the youngest team to climb Mount Everest.
   Against: The training was very tiring.
3. (a) Climbing steep slopes; Having an exercise schedule
   (b) Carrying the right gear; Reading up about Mount Everest
4. F, F, O
5. No, they should not. They had already agreed that the whole team would abandon the climb if any of the teammates was unable to continue with the climb. (*Accept other suitable answers.*)

[D] *(suggested answer)*

There was excitement in the air. The stands were filled with spectators waiting in anticipation for the soccer match to start. Two of the schools with the best soccer teams were taking part in a match.

Before long, the referee blew the whistle. A roar resounded throughout the stadium. The match had started! The players dribbled the ball expertly from one end of the pitch to the other. One of the players kicked a long ball. The ball sailed over half the other players in the field and landed conveniently near the goal. One of the other players was about to kick the ball into the goal when a small white object rushed out towards him.

Startled, the player stopped abruptly and stared momentarily at the object. At first he thought it was a plastic bag that someone had thrown. He was about to kick it aside when a distinct mew was heard. The player stopped immediately and stared at the object. It was a small white cat! Undeterred by the chaos it was about to create, the cat sat on the pitch licking its paws. There was a sudden frenzy of activity as the coaches from both teams ran onto the field to take the cat away. Just when they reached the cat, it purred loudly and dashed off. The coaches ran after the cat and the players joined in. The referee and the two linesmen ran after the cat as well. There was great confusion on the field and some of the players collided into one another. It was certainly a comical sight!

Then, just as suddenly as it had appeared, the cat dashed off the field and into the stands. It ran so fast that no one could catch it. Panting, everyone looked at one another in bewilderment. What had just happened? There was a sudden applause from the stands which gradually got louder and louder. Those on the field burst out laughing and the referee blew the whistle to start the game again.

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